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ABSTRACT

This manual describes the implementation of a demonstration project at Daytona Beach Community College (DBCC) to: (1) develop an individual education plan to enable adult students with a specific learning disability to reach an 8th grade level of proficiency; (2) recruit volunteers and train them as tutors; and (3) develop a series of in-service training workshop sessions for Adult Basic Education (ABE) adjunct faculty, volunteers, and other interested faculty and personnel. The initial sections of the manual explain the need for the project, its objectives, and the dissemination process used to recruit volunteers and promote the project. Following information on volunteer recruitment and orientation, and tutor training, a guide for instruction and five learning modules are presented to guide the tutor in the planning and presentation of lessons which meet the student's needs and follow his/her individual educational plan. The modules cover phonics, spelling, sight vocabulary, reading, and handwriting. Next, the manual looks at the student assessment and placement process, providing samples of the forms used. Finally, instructional materials are listed; data on tutors, students, and faculty are provided; and evaluation procedures are explained. (EJV)

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One to One
Volunteer Tutoring Program
Adult Basic Education

A 310 Special Demonstration Project 1984-85

Daytona Beach Community College

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JC 850 542

Improving Educational Opportunities For The Adult Basic Education Student With A Specific Learning Disability

One To One Volunteer Tutor Program

A 310 Special Demonstration Project

by

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In cooperation with
State of Florida
Department of Education
Adult and Community Education Section
Tallahassee, Florida 32304

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PROJECT SAMPLE LIST

The samples of forms included in this manual were devised to help organize and preserve information dealing with the tutoring project at Daytona Beach Community College. While we learned through trial and error, and revised some forms several times, those included here best fit our needs. Other literacy programs will find some of these forms useful. Adjustments may be needed to meet particular needs and localities.

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PREFACE

This manual describes the implementation at Daytona Beach Community College of the 310 Special Demonstration Project entitled "Improving Educational Opportunities for the Adult Basic Education Student with a Specific Learning Disability".

The program involves a commitment on the part of trained volunteers who donate their time and talent to tutor learning disabled Adult Basic Education students on a one to one basis. Students who qualify for the project are functioning at a fifth grade level and below.

The manual presents the steps taken at Daytona Beach Community College to address the needs of this special, but often forgotten segment of the adult handicapped population.

The Project Team

Daytona Beach Community College

ACKNOWLEDGEMENTS

Community organizations and local resources are supporting our project. They have provided help in the form of volunteer recruitment, materials, equipment, services, transportation, publicity, information, and ideas. Some who have helped thus far are:

United Way of Volusia County
Retired Senior Volunteer Program
American Association of University Women, Daytona Beach
American Association of University Women, New Smyrna Beach
American Association of University Women, DeLand
Florida Diagnostic and Learning Resources System
Volusia County Public School System
Volusia Association for Children with Learning Disabilities
Easter Seals Society of Daytona Beach
Volusia County Health Services
Greater Daytona Beach Literacy Council
West Volusia Literacy Council, DeLand
Florida Council for the Blind
Public Library Consultant for the State Library of Florida
Volusia Retired Educators Association Unit I, Daytona Beach
Volusia Retired Educators Association Unit II, DeLand
L.I.F.E. Basic Skills
Chamber of Commerce, Daytona Beach
Chamber of Commerce, New Smyrna Beach
Lion's Club of Daytona Beach
Volusia County Library Center, City Island, Daytona Beach
Daytona Beach News Journal
DeLand Sun News
Daytona Times
Deltona Enterprise
Ormond Beach News Observer
Port Orange News Observer
The Pennysaver
Radio Stations WDAT, WSBB, FM-90 Orlando, WETO, WELE, WKKX, WWLV, I-100, and WROD
Television Station WESH-TV, Minute Memo
Sears Roebuck Co.
J.C. Penney
Albertson's Supermarket
K-Mart
May Cohens
Bellevue Florist
Burdine's

NEED FOR THE PROJECT

The need to provide special assistance for Adult Basic Education students with specific learning disabilities had become apparent to teachers and administrators alike as they observed the following circumstances:

1. A substantial percentage of special education students exiting the Volusia County Public Schools were seeking [illegible] assistance through the Adult Education programs [illegible] at Daytona Beach Community College.

2. Many adult students with learning disorders had sought alternative educational services on their own or had been referred to Daytona Beach Community College by social service agencies, churches and other organizations.

3. A random needs assessment survey which was administered to Adult Basic Education adjunct faculty in 1984 revealed that 94% favored in-service training in learning disabilities with emphasis on diagnostic procedures and methods to use with specific learning disabled students; and 72% believed that volunteers would be of assistance in providing one on one instruction for the specific learning disabled student.

PROJECT OBJECTIVE

The objective of this project is to improve the educational opportunities for adults with a specific learning disability, functioning at the fifth grade level and below by:

1. Developing an individual education plan that will enable the adult students to reach an eighth grade level of proficiency and which allows these students thus to become better equipped members of society.

2. Recruiting volunteers and training them as tutors.

3. Developing a series of in-service training workshop sessions for Adult Basic Education adjunct faculty, volunteers and other interested Adult Education adjunct faculty and personnel.

DISSEMINATION PROCESS

To disseminate information about our project, tutor job descriptions and project abstracts were distributed to local agencies. The following pages contain some samples.

In addition to the initial tutor training, on-going workshops were held to educate Adult Basic Education adjunct faculty and volunteers in the effective use of the individual education plan. An area-wide workshop entitled "Helping the Student with Learning Problems" was held in March. It was attended by 64 persons including representatives of literacy groups and adult basic education programs in five neighboring counties as well as local public and private school teachers, Daytona Beach Community College adjunct faculty, and our own volunteer tutors.

The project has also been promoted by WESH Television Channel 2 Minute Memo, a radio interview on station WDAT and WSBB, news releases through the Daytona Beach Community College Community Affairs Department, and feature articles in the Daytona Beach News Journal.

Information about the project was distributed to potential tutors and students at an all-day Daytona Beach Community College Extravaganza at the Volusia Mall.

VOLUNTEER JOB DESCRIPTION

The goal of DBCC's special Adult Basic Education program is to work with adult students who are now functioning at grade 5 and below, and raise their proficiency to grade 8 and above. As a volunteer, you will tutor an Adult Basic Education student on an individual basis. You will receive 8 hours of training prior to beginning the tutoring and will participate in at least 2 more in-service training workshops.

After training, you will be prepared to do the following:

-Understand and work with an adult student with a specific learning disability.

-Tutor reading using one or more of these four methods: phonetic, word patterns, sight vocabulary, language experience.

-Use your student's Individual Education Plan to achieve short term goals and long-range objectives.

-Prepare a lesson plan.

-Keep a log of student progress.

-Use specialized teaching techniques to complement your student's pattern of learning strengths and weaknesses.

Tutoring will take place at the same time as regular Adult Basic Education classes. You will be scheduled for 2 hours a day, one or two days a week, depending on need and classroom organization. Your student will be excused from his regular class to work with you in space provided by DBCC. The minimum duration of this tutoring program will be through the winter and spring quarters (January 7 to June 13, 1985). It is hoped, however, that tutoring will continue until individual goals are met.

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

SPECIAL PROJECT: Improving Educational Opportunities for the Adult Basic Education Student with a Specific Learning Disability

TUTOR JOB DESCRIPTION

Volunteers will tutor Adult Basic Education students on an individual basis. Tutors will use specialized teaching techniques to complement each student's pattern of learning strengths and weaknesses. The goal of this special program is to work with adult students functioning at grade 5 and below, and raise their proficiency to grade 8 and above.

Volunteers will receive 8 hours of training prior to beginning the tutoring and will participate in at least 2 more in-service training workshops.

Training will provide information on:

- Understanding the adult student with a specific learning disability
- Techniques of instruction
- Specific reading instruction
  Sound/symbol
  Syllables
  Spelling
  Language experience
  Sight vocabulary
  Word patterns
- Materials for teaching reading
- How to utilize the Individual Education Plan
- Preparing a lesson plan
- Keeping a log

Tutoring will take place at the same time as our regular Adult Basic Education classes at the Daytona Beach Community College Main Campus as well as at our outreach locations in New Smyrna Beach, Oak Hill, and DeLand (see schedule attached). Tutoring will be scheduled for 2 hours a day, one or two days a week, depending on need and classroom organization. Students will leave their regular class to work with the tutor in space provided by DBCC. The minimum duration of the tutoring program will be through the winter and spring quarters (January 7 to June 13, 1985). It is hoped, however, that tutoring will continue until individual goals are met.

Student Profile:

- Age 16 to 70+
- Weak in reading and/or language arts, math
- Goals: a better job, better reading skills, a high school diploma

Tutor will provide:

- Immediate feedback. By correcting errors as they are made, the student does not waste valuable time "unlearning" material that was done incorrectly.
- Positive reinforcement. Praise for effort, work well done.
- Confidence. As the student succeeds in reaching short-term goals, self-confidence increases.
- Patience. The slow learner needs more time for learning to take place. In an individualized setting he is not pressured to keep up with the group.
- Concentration. With a minimum of distraction in a one to one setting, the student can concentrate on the lesson.

DAYTONA BEACH COMMUNITY COLLEGE CLASS LOCATIONS AND SCHEDULES

MAIN CAMPUS - DBCC, BLDG#5	SCHEDULES*	TUTORS NEEDED
Mon., Tue., Wed., Thur., Fri.	8:30 AM - 12:30 PM	2 hrs. 2 days per week
Mon., Tue., Wed., Thur., Fri.	1:00 - 3:00 PM	2 hrs. 2 days per week
Mon., Tue., Wed., Thur., Fri.	6:00 - 9:00 PM	2 hrs. 2 days per week

NEW SMYRNA BEACH

Faulkner Street School, 401 Faulkner Street

Tuesday and Thursday 6:00 - 9:00 P.M. 2 hrs. 2 days per week

South Volusia Center, 653 No. Dixie Freeway

Mon., Tue., Wed., Thur. 1:00 - 3:00 PM 2 hrs. 2 days per week

OAK HILL

Macedonia A.M.E. Church, Cummings Street

Monday and Wednesday 6:30 - 9:30 PM 2 hrs. 1-2 days per week

DELAND

Reality House, 682 Old Daytona Rd.

Monday and Wednesday 6:00 - 9:00 PM 2 hrs. 1-2 days per week

Southwestern Seventh Grade Center, New Hampshire Avenue

Tuesday and Thursday 6:00 - 9:00 PM 2 hrs. 1-2 days per week

West Volusia Center, 235 West New York Blvd.

Mon., Tue., Wed., Thur. 1:00 - 3:00 PM 2 hrs. 2 days per week
Tuesday and Wednesday 7:00 - 9:00 PM 2 hrs. 1-2 days per week

* Note: Class schedules may change.

*** VOLUNTEER *** VOLUNTEER *** VOLUNTEER *** VOLUNTEER ***

The Adult Basic Education program at Daytona Beach Community College is asking our members for help. They need volunteers for a special community-wide tutoring project whose goal is to improve the reading of students with learning problems. As a volunteer, you will tutor an Adult Basic Education student on an individual basis. You will receive 8 hours of training prior to beginning the project and participate in two in-service workshops so that you will know how to tutor your student to complement his pattern of learning strengths and weaknesses. Tutor orientation will be in December. Tutoring begins in January. For more information, call Lois Edwards at DBCC, 255-8131, extension 3215.
Won't you sign up now to help in this very worthwhile project.

NAME _____

STREET _____

CITY AND STATE _____

TELEPHONE _____

Send to: Lois Edwards, Instructional Coordinator
Daytona Beach Community College
1200 Volusia Avenue
Post Office Box 1111
Daytona Beach, Florida 32015-1111

FOR YOUR NEWSLETTER:

The Adult Basic Education program at Daytona Beach Community College is asking our members for help. They need volunteers to work on a one-to-one basis with students who are functioning at a 5th grade level and below. Their goal is to raise the students' reading levels to 8th grade and higher. You will receive 8 hours of training before the project begins so that you will know how to tutor your student. Tutoring sessions will begin in January at Daytona Beach, New Smyrna Beach, DeLand, and Oak Hill. This project is both challenging and worthwhile. It deserves our support. To volunteer or to find out more, call Lois Edwards at DBCC. Her extension is 3215. The telephone numbers are as follows: Daytona Beach, 255-8131; DeLand, 734-5150; New Smyrna Beach, 427-5322.

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VOLUNTEER QUESTIONNAIRE

Please mark your preference with an X	YES	NO	UNSURE
1. I am interested in becoming a volunteer tutor at DBCC.	_____	_____	_____
2. I would like to be a volunteer but I do not have transportation.	_____	_____	_____
3. If a car pool were available, I would share the cost.	_____	_____	_____
4. I can drive and am willing to share a ride with another volunteer.	_____	_____	_____
5. I can tutor in the daytime.	_____	_____	_____
6. I can tutor at night.	_____	_____	_____
7. I can attend an orientation on December 10, 11, or 12.	_____	_____	_____
8. I can attend 8 hours of tutoring workshops on: Friday, Jan. 4, 6:00 - 10:00 P.M. Saturday, Jan. 5, 8:00A.M. - 12:00 Noon.	_____	_____	_____
9. I can attend 8 hours of tutoring workshops on: Monday, Jan. 7, 6:00 - 10:00 P.M. Tuesday, Jan. 8, 6:00 - 10:00 P.M.	_____	_____	_____
10. Of the two choices above, I prefer:			
January 4 and 5, 1985	_____	_____	_____
January 7 and 8, 1985	_____	_____	_____

11. I will be unavailable for the above dates, but could attend workshops on or after (fill in date):_____

12. I can attend the orientation and training sessions and be ready to meet my student Jan.9, 1985. _____ _____ _____

13. Preferred time: Day_____ Night_____

14. Preferred location: Daytona Beach_____ DeLand_____

New Smyrna Beach_____ Oak Hill_____

NAME ADDRESS

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DAYTONA BEACH COMMUNITY COLLEGE

ADULT BASIC EDUCATION

SPECIAL PROJECT

Students in the Adult Basic Education program at Daytona Beach Community College may find that they qualify for inclusion in a special reading project. The goal of the project is to improve the reading of students with learning problems. The targeted students will be evaluated and an individual education plan will be developed to meet needs head-on. Trained tutors will work with students on a concentrated reading program. Tutoring will be on a one-to-one basis with the student and tutor meeting for a minimum of four hours per week.

The project is scheduled for the 1985 winter and spring quarters. To find out more, speak to your Adult Basic Education teacher, or call Lois Edwards at 255-8131, extension 3215.

Daytona Beach News Journal, Oct. 24, 1984

Wanted: Tutors To Help Adults Who Can't Read

By DAYNA DUPLER
News-Journal Staff Writer

Many adults can't comprehend restaurant menus, road signs, labels on food, medicine or cleanser packages or job applications because they can't read. Volunteers are being sought to help some of those adults.

Daytona Beach Community College is sponsoring a new program in which volunteers will be trained to tutor adults enrolled in basic education classes in reading and writing.

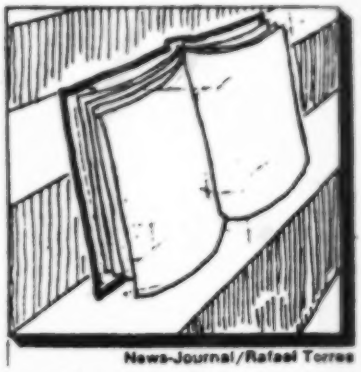
The program is funded by a state grant and is to be a model program for other educational institutions, said Lois Edwards, instructional coordinator, in a recent interview at her office.

At least 15 volunteers are needed for the program under the terms of the grant, she said, but added: "We want as many as possible."

The college has 131 students ages 16 to 70 in adult basic education classes, as of the last count Sept. 28. Of that number, 24 percent read below a fifth grade level and qualify for the tutoring program, she said.

"They're our targets, and that's where I'm going to begin working," Mrs. Edwards said.

Basic education students will receive further testing to determine their abilities and present



News-Journal/Rafael Torres

achievement levels. Then Mrs. Edwards, a special education teacher, will write individual education plans for each student.

Volunteers will undergo an orientation program in December, when a national campaign on illiteracy begins, she said. An eight hour training seminar for volunteers will be in January where they will learn four basic methods for teaching reading. After this training, volunteers will begin working with adult students at DBCC facilities across the county.

Mrs. Edwards said she has already signed up some volunteers after meeting with local organizations such as the United Way, the Retired Senior Volunteer Program (RSVP) and the American Association of University Women, but still needs others.

Once volunteers begin tutoring students, they will be in constant contact with Mrs. Edwards to resolve any problems which may arise. In service workshops to help volunteers be more effective tutors will be conducted throughout the program as well, she said.

Adult learners have developed a lot of emotional defenses to hide their inability to read well, she said. They weren't successful students when they were younger. However, adult students are motivated enough to have returned to school, she pointed out.

Many of those enrolled in basic education classes have set goals for themselves, such as to be able to read better, to obtain their General Educational Development (high school equivalent) diplomas or to qualify for a better job. Some of them are a long way from being able to realize those goals because their reading skills are so poor, she said.

Literacy is a Lifesaver

And DBCC Needs Your Help

DBCC needs volunteers to help with a special tutoring project for its Adult Basic Education Program.

Volunteers will be trained to work with adults on an individual basis to improve reading and other basic skills. Classes will be offered in DeLand, New Smyrna Beach and Oak Hill.

For information call Lois Edwards at 734-5150, ext. 3215 in DeLand and 427-3472, ext. 3215 in New Smyrna Beach.

AN EQUAL OPPORTUNITY INSTITUTION

Pennysaver, Feb., 1985
- 16 -

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News-Journal photo by Don Carson

Wanda Lalanne, right, a tutor in DBCC's adult basic education program, coaches Liria Preston, who is working to overcome a learning disability.

New Program Aids Adult Learning Disabled

By SUSAN BOWLES

Melanie Benjamin knew she had a reading problem by the time she reached tenth grade.

She could read individual words but couldn't comprehend their overall meaning; she reversed words and letters; she covered one eye while she read, even though she has 20/20 vision.

She coped, though, and any time problems arose, she went to her brothers and sisters for help, she says.

Melanie's ploy worked. She was graduated from Mainland Senior High School and soon enrolled at Daytona Beach Community College.

But her problems didn't go away. As she remembers, they got worse. Finally, she went to DBCC's adult basic education department and asked for help – a move she says was easy.

"I wanted to do this," the soft spoken 20 year old said. Her family supports her, she explains, and she rarely gets discouraged.

Melanie now attends DBCC's basic education classes and works with a volunteer tutor two hours twice a week. The fact she has such one on one instruction makes her experience unique, says Beverly Grissom, DBCC's director of adult basic education.

Melanie has a learning disability, and rather than

(See PROGRAM on Page 2B)

Program

(Continued from Page 1B)

place her in a program that would pay no attention to her specific problem, DBCC has given her the chance to meet with a trained volunteer and work toward correcting it.

Such a marriage between adult basic education and learning disabilities is new for the college, Mrs. Grissom says. And the practice of training community volunteers to help the slow learner also is an innovation.

The DBCC program began last September after it received $25,000 from a state fund geared toward financing such innovative education projects, Mrs. Grissom says.

The money will last one year. However, if the project's concept of pairing learning disabled adult basic education students with volunteer tutors is successful, DBCC may absorb program costs into its yearly budget, project staff members say. Adult basic education students receive one on one help if they test below a fifth grade level on the Test of Adult Basic Education, says Lois Edwards, instructional coordinator for the project.

DBCC gives that test to everyone who wants to enroll in an adult education program, she notes. A fifth grade skills level usually indicates learning disabilities.

Twenty five adult basic education students from throughout Volusia County currently are enrolled in the learning disabilities program, Mrs. Edwards continues. More are waiting, but volunteers have run scarce, she says.

DBCC's program caters to no specific age or sex. Students as young or younger than Melanie participate; the project also is helping a 71 year old who wants to pass her high school equivalency exam and get a better job. Her tutor is 78.

Daytona Beach News Journal, Feb. 4, 1985

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'Special breed' makes tutoring program work

By SUSAN BOWLES

A special breed of volunteers at Daytona Beach Community College has proved a three partner marriage can work.

Thanks to the 42 trained men and women, an innovative program initially funded by state money will be absorbed into DBCC's yearly budget when state funds run out this month, says Beverly Grissom, director of adult basic education for the college. DBCC will handle costs of the triangular project that joins adult basic education, learning disabled students and trained community volunteers.

The success of the college program, in which a trained volunteer tutors a learning disabled student one on one, is due largely to the volunteers themselves, Mrs. Grissom says.

"When people make a time commitment and give of themselves, that's the greatest gift. It's easy to write a check," she says, noting the 42 have given more than 1,400 collective tutoring hours. "They're just a different breed of cat."

Helping an adult learn or sharpen basic education skills such as reading and writing takes empathy, understanding, persistence and determination, volunteers say.

"It certainly is a challenge," notes Edward Shearer, a 67 year old DeBary resident who began tutoring his student in January. "A substantial one as far as I'm concerned because it tries a person's ability to communicate and get a response. And if you find one way doesn't work, you have to hunt around and find another way."

"You run into surprises all the time," he continues. "I think this is going to be understood, but it isn't. I think this has been learned, but it hasn't. It's just been memorized."

Continual teaching of basic skills and reinforcement of the skills already learned can be taxing, volunteers say. Yet they find rewards in what they're doing.

"I'm doing this because it makes me feel good," says Marjorie Pullem, an Ormond Beach volunteer in her 60s. Mrs. Pullem is a retired classroom teacher and says she enjoys working with a single person.

"It's more rewarding working with one person," she says, noting she's been tutoring the same man since February. "It's a nice one to one relationship, and I always felt the classroom left so much to be desired because you're lumping so many children together."

"It makes you feel good seeing people learn how to do something they've always wanted to do," says another volunteer, Margaret Crockett. Mrs. Crockett, who'll be 60 years old in July, began tutoring a learning disabled adult at DBCC's New Smyrna Beach center in April.

"He's happy about it, and I'm happy about it," she says. "I tell him to pick up the newspaper and read and read and read."

DBCC's tutoring program is an ongoing one, Mrs. Grissom notes. And it's possible the concept of using community volunteers to help individual students may expand to adult education programs not necessarily restricted to the learning disabled, she adds.

Yet regardless of expansion, need is apparent, volunteers say.

"There are so many people who need teaching," New Smyrna's Mrs. Crockett says, adding she spends about five hours a week with her student. "I felt it must be a pitiful thing to be an adult and not know how to read or write."

"There are a million people in this state who are functionally illiterate, so I'm told. And that's a lot of people," states DeBary's Shearer, who says DBCC has 42 community volunteers, but "there ought to be 200 minimum."

And the county's elderly residents, in particular, should be donating their time, Shearer adds.

"Everyone of them should be doing something constructive with part of their time," he says. "I feel a lot could be done by the older generation for these younger people that's not being done."

Mrs. Crockett agrees. "I told my husband," she said. "If I can help anybody, I will."

■ TUTORS

From page 1B

Port Orange News Observer, 6/2/85

DBCC honors adult basic education tutors

Volunteer tutors in the adult basic education program at Daytona Beach Community College will be honored at a luncheon Wednesday at the Lenholt Student Center on the main campus.

Since the program began this winter, the volunteer tutoring project has far exceeded its goals. A total of 42 volunteer tutors donated over 1,400 hours to assist students on a one-to-one basis to improve their basic reading and writing skills.

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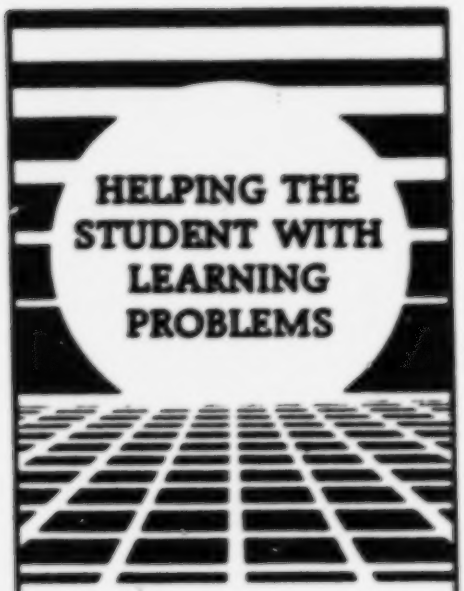


In-Service
Workshop
March 22, 1985

Daytona Beach
Community College

Adult Basic
Education

An Equal Opportunity Institution

HELPING THE STUDENT WITH LEARNING PROBLEMS

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION
MARCH 22, 1985
8:30 A.M. - 4:00 P.M.

AGENDA

8:30 Welcome/Introduction
Workshop Objectives

8:45 DR. MARY W. BEAMON, School Psychologist, Counselling Service of Coastal Florida
"How it Feels to Have a Learning Disability"

10:15 ULYSSES J. WARRICK, JR., Coordinator of Student Activities/Assistant Professor of Education, Bethune-Cookman College
"Identifying Cultural Differences in Learning Disabilities and Developing an Instructional Design for Improvement"

11:30 DR. MARGARET L. JANZ, Professor of Education, Director Reading Center, Jacksonville University
"Strategies for Developing Comprehension"

12:30 Lunch Break

1:30 LOIS EDWARDS, 310 Special Demonstration Project Instructional Coordinator, Daytona Beach Community College
"A Multi-Sensory Approach to Teaching Reading, Writing, and Spelling"

2:30 TALMADGE FRAZIER, Director, Verbal Communications Lab, Florida A&M University
"Adapting Verbal Material to Help the Learning Disabled Student in Higher Education"

3:45 Evaluation/Post Test

VOLUNTEER RECRUITMENT

Recruitment of qualified volunteers is essential to the implementation and success of the tutoring project. Publicity about our needs reached the public through community organizations and agencies, news releases and featured articles in local newspapers, and public service announcements broadcast on local radio and television stations.

While the stated goal of the project was to recruit a minimum of 15 volunteers, public interest and support resulted in the training of 50 tutors.

Since January when tutoring began, 45 active volunteers have donated over 1,600 hours to the project.

Potential volunteers were interviewed, either in person or by telephone prior to the volunteer orientation.

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

INITIAL VOLUNTEER INTERVIEW

DATE _____

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
STREET CITY ZIP

TELEPHONE _____
HOME OFFICE, EMERGENCY

AGE _____20-30 _____30-40 _____40-50 _____50-60 _____Over 60

OCCUPATION _____

EDUCATION _____

LIST ANY VOLUNTEER EXPERIENCE YOU HAVE HAD _____

_____

COMMENTS _____

AVAILABILITY

DAYS	EVENINGS	TIMES
M _____	M _____	_____
T _____	T _____	_____
W _____	W _____	_____
TH _____	TH _____	_____

Evening LOCATIONS:
1. Daytona Beach, Main Campus
2. New Smyrna Bch., Washington St. Community Center
3. Oak Hill, Burns Elem. School
4 DeLand, Reality House
5. DeLand, Southwestern Seventh Grade Center
6. DeLand, West Volusia Center

DAY:
Main Campus
N.S.B., So. Vol. Ct
DeLand, W.Vol.Ctr.

BEST LOCATIONS FOR ME: 1. _____ 2. _____

VOLUNTEER ORIENTATION

The purpose of the orientation is two-fold. We want to provide a full disclosure of the job requirements so that each person present can decide if he can make the necessary commitment, and we want to secure the services of qualified volunteers for the project.

The two-hour orientation provides an opportunity to exchange information and clear up misconceptions prior to the tutor training. Our success rate is high: of the 50 persons who completed the training, 45 are still with the project.

Daytona Beach Community College
Post Office Box 1111
Daytona Beach, Florida 32015

Daytona Beach 255-8131 | DeLand 734-5150 | New Smyrna 427-5322

We appreciate your volunteering to help us to better meet the instructional needs of our students.

To prepare for our reading project we will meet at the following times:

Orientation:

Tuesday, December 11, 1984, 7:30 P.M.
Room 101, Building 16 (Administration Building)

Training Session:

Friday, January 4, 1985, 6:00 P.M. - 10:00 P.M.
Saturday, January 5, 1985, 8:00 A.M. - 12:00 Noon
Conference Center,Building 16 (Administration Building)

It is necessary for you to attend both segments of the training sessions in order to receive the eight hours of instruction necessary to begin tutoring. You may park in any of the parking areas on campus, except those designated V.I.P. or Handicapped.

If you have any questions, please call me at the telephone number above, extension 3215.

Sincerely,

Lois Edwards
Instructional Coordinator

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

VOLUNTEER ORIENTATION

Tuesday, December 11, 1984, 7:30 P.M.
Room 101, Building 16

AGENDA

SIGN IN/REFRESHMENTS

INFORMATION ABOUT DBCC

- Adult Basic Education
- Volunteer Service

JOB DESCRIPTION

- Tutor Responsibilities
- Coordinator Responsibilities
- Parking
- Time Report
- Information Sheet

PRE-SERVICE TRAINING: ADULT ILLITERACY

- "Don't Call Me Stupid"
- Learning Disability: What It Is, Symptoms

OVERVIEW OF TRAINING

QUESTIONS AND ANSWERS

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

VOLUNTEER APPLICATION

( )
(MR.)
(MRS.)
(MISS) _____
LAST NAME FIRST MAIDEN

ADDRESS _____
STREET CITY COUNTY ZIP

AGE: 21-35____ 36-50____ 51-65____ 66-80____ 81____

TELEPHONE _____
HOME OFFICE, EMERGENCY

SCHOOL, LOCATION	NUMBER OF YEARS	DEGREE
High School		
College		
Other		

WORK EXPERIENCE

Name of Company	Type of Job	# of Years
Present		
Previous		

VOLUNTEER SERVICE RECORD

Name of Organization	Type of Service

LOCAL CONTACTS

Person to contact in case emergency:

Name _____ Telephone _____

Address _____

Person to contact for reference:

Name _____ Telephone _____

Address _____

TUTOR JOB DESCRIPTION

QUALIFICATIONS

AVERAGE AND ABOVE AVERAGE INTELLIGENCE

GOOD READING AND COMPREHENSION SKILLS

GOOD MORAL CHARACTER

GOOD PHYSICAL AND MENTAL HEALTH

RELATE WELL TO OTHER ADULTS

WARM, FRIENDLY, COURTEOUS

GENUINE INTEREST IN WORKING WITH AN UNDEREDUCATED PERSON

HIGH SCHOOL DIPLOMA

RESIDENT OF VOLUSIA COUNTY

TUTOR RESPONSIBILITIES

PARTICIPATE IN TRAINING SESSIONS FOR THE JOB.
ACCEPT THE ADVICE OF THE RESOURCE PERSON AS
BASED ON PROFESSIONAL KNOWLEDGE AND EXPERIENCE.

PRACTISE PROFESSIONAL ETHICS INCLUDING RESPECT
FOR THE CONFIDENTIALITY OF CLIENTS.

TUTOR ONE STUDENT FOR A 2 HOUR SESSION ONCE
OR TWICE A WEEK DEPENDING ON STUDENT NEED
AND SCHEDULING.

PREPARE FOR THE TUTOR SESSIONS AND KEEP
LOG OF STUDENT PROGRESS.

COORDINATOR RESPONSIBILITIES

1. TEST STUDENTS
2. STAFF THE STUDENTS WHO QUALIFY FOR THE PROGRAM
3. INDIVIDUAL EDUCATIONAL PLAN FOR EACH STUDENT
4. RECRUIT AND TRAIN VOLUNTEERS TO TUTOR
5. PAIR STUDENT AND TUTOR
6. PROVIDE MATERIALS FOR TUTORING
7. MAINTAIN AN ONGOING RECORD OF STUDENT PROGRESS
8. OVERSEE THE TUTORING PROGRAM, HELP SOLVE PROBLEMS, SUGGEST CHANGES, PROVIDE ASSISTANCE WHEN NEEDED
9. RE-ASSESS STUDENTS AT THE END OF SPRING TERM
10. SHOW APPRECIATION TO TUTORS

LEARNING DISABILITIES: 10 MOST COMMON SYMPTOMS

1. HYPERACTIVE
2. PERCEPTUAL PROBLEMS
   - VISUAL
   - AUDITORY
   - FINE MOTOR
3. EMOTIONAL LABILITY, FREQUENT CHANGES IN MOOD.
4. GENERAL COORDINATION DEFICITS
5. INATTENTIVE
   - SHORT ATTENTION SPAN
   - DISTRACTIBLE
6. IMPULSIVE
7. DISORDERS OF MEMORY AND THINKING
   MEMORY DEFICITS FOR:
   - AUDITORY STIMULI - SPOKEN WORD
   - VISUAL STIMULI - WRITTEN WORD
   - THINKING - ABILITY TO PROBLEM SOLVE
8. SPECIFIC ACADEMIC PROBLEMS
9. LANGUAGE PROBLEMS
   - RECEPTIVE - EXPRESSIVE
10. NEUROLOGICAL PROBLEMS

The tutors were also provided with information about the campus, parking, and record keeping for time reports and tax purposes.

VISITOR

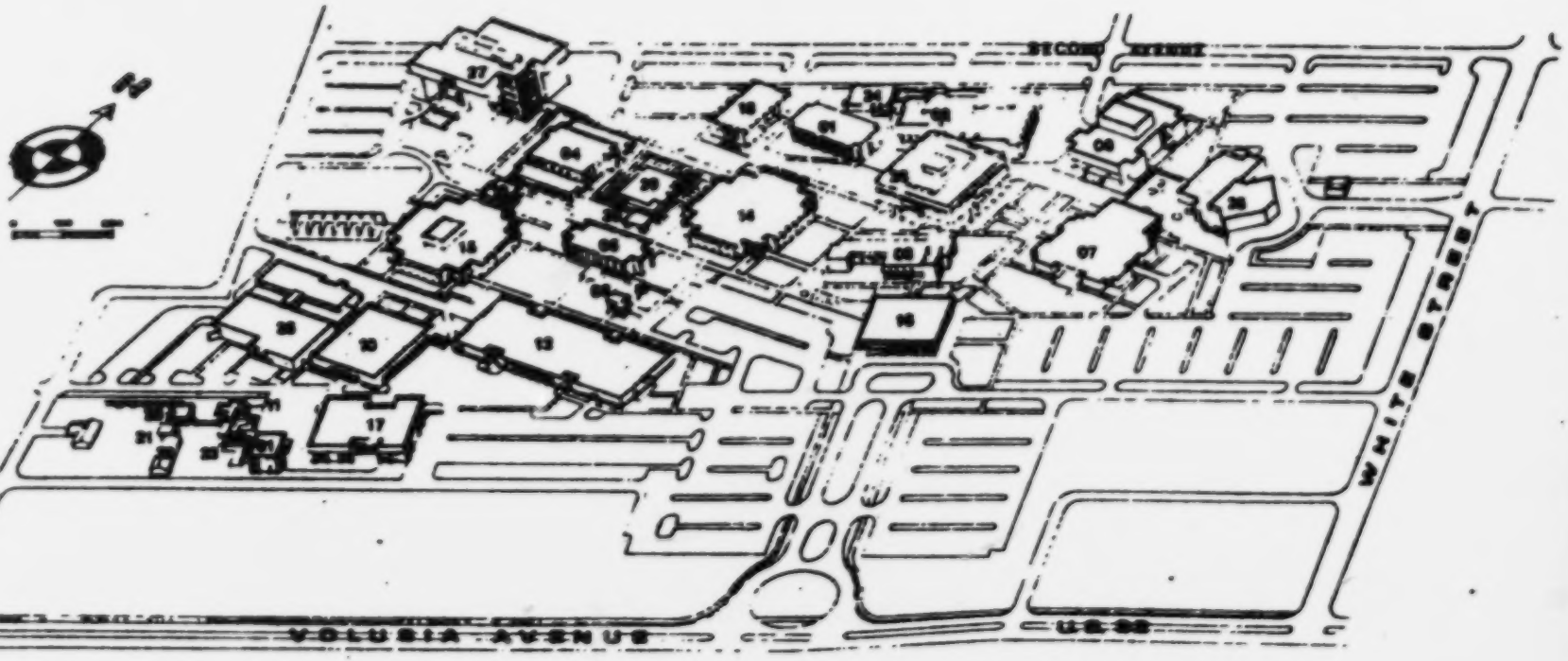
WITH _____

Exp. Date _____

Place in rear window

This entitles parking on DBCC Campus except in spaces reserved for individuals

DAYTONA BEACH COMMUNITY COLLEGE



LEGEND

01 SCIENCE	12 BAKER HALL	23 STORAGE
02 LIBRARY	14 STUDENT SERVICES	24 SPECIAL PROGRAMS
03 COLLEGE HALL	15 APPLIED SCIENCE	25 GODDARD CENTER
04 PHYSICAL EDUCATION (GYMNASIUM)	16 BUSINESS ADMINISTRATION	26 VOCATIONAL - TECHNICAL
05 BAILEY HALL	17 CENTRAL RECEIVING	27 ALLIED HEALTH
06 DATA PROCESSING ANNEX	18 ARTS & SCIENCES	28 LEARNING RESOURCES CENTER
07 LINDSLY STUDENT CENTER	19 CENTRAL REFRIGERATION	29 SWIMMING POOL
08 HUMANITIES (AUDITORIUM)	20 HORTICULTURE	30 POOL SUPPORT
10 AUTOMOTIVE	21 HEAD HOUSE	61 CENTRAL HEAT
11 HORTICULTURE	22 GREEN HOUSE	

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Daytona Beach Community College
Volunteer Workers Time Report
(Information and Instructions on Reverse Side)

Page ___ of ___

Name of Volunteer _____ Social Security Number _____

Cost Center Number and Name 21360-06 GRANT NAME: "IMPROVING EDUCATIONAL OPPORTUNITIES FOR THE ADULT BASIC EDUCATION STUDENT WITH A SPECIFIC LEARNING DISABILITY"

Date Worked	Time In	Time Out	No. Hours	Service(s) Performed	Value of Service Performed
					$
TOTAL					$

Signed _____ Title _____

NOTE: Please complete and send to Safety & Security Office following the end of each month.

Value of Service is computed as follows:

H.S.	$ 6.50	per Hour
B.A.	10.50	"
M.A.	13.00	"
Ph. D.	15.00	"

X Hours worked

INFORMATION:

1. The change in the workers' compensation statute now requires that volunteers providing a service to the college are entitled to workers' compensation benefits for injuries occurring during their period of service and which are related to the activity of that service.

2. Who is a volunteer worker? A volunteer worker is any person who offers to help or work without expecting payment or reward.

3. The State Bureau of Workers' Compensation requires that the value of renumeration in related dollars be reported. Excess insurance carriers for workers' compensation also are requiring the same.

4. It is extremely important that specific records be maintained in order that the reports of injuries can be directly related to the service provided to the college.

INSTRUCTIONS:

1. Enter the name of the volunteer and the social security number.

2. Enter the cost center number and the name of the cost center reporting these volunteers.

3. Enter the date worked.

4. Enter the time in.

5. Enter the time out.

6. Enter the hours worked.

7. Identify the type of service(s) performed.

8. Enter the value of the service(s) performed as associated to the nearest salary shown in the salary schedule adopted by the college.

9. Sign the report and enter the date.

10. Submit the report to the Safety & Security Office as soon as possible after the end of each month.

TUTOR TRAINING

The 8 - hour tutor training session provides intensive, hands-on practise in the multi-sensory method of teaching reading, writing, and spelling. The approach uses several sensory associations in combination: the visual, the auditory, and the kinesthetic. It was chosen for several reasons:

1. It presents word attack as an organized, structured body of study.

2. It can be utilized with non-readers as well as those at higher reading and writing levels.

3. It provides an individualized program with the student setting the pace according to his ability to master the materials.

4. The student with a learning disability usually has difficulty processing visual, auditory, and/or kinesthetic stimuli. The multi-sensory technique reinforces the weaker skill by pairing it with one or more other senses. For example, when reading is done orally or subvocally, the student is simultaneously seeing, saying, hearing, and feeling (with tongue and teeth as he speaks).

So, too, with spelling, as the student spells or reads what he is writing, he is seeing, saying, hearing, and feeling (with pen to paper).

In order to teach this technique, the training room is arranged so that tutors sit at tables for two facing the front.

Each tutor has a notebook which follows the course of study. It contains information about techniques for tutoring students with learning problems and modules for teaching reading, spelling, and writing.

Each tutor has 3 decks of phonics cards: white for consonants, pink for vowels and diphthongs, and green for digraphs and blends. After the entire group participates in a demonstration of the teaching techniques, each pair of tutors practises, taking turns being the tutor and the student.

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

TUTOR TRAINING

AGENDA

SIGN IN/REFRESHMENTS

INTRODUCTIONS

SEATING BY CAMPUS LOCATIONS

HISTORY OF WRITTEN LANGUAGE

TEACHING READING TODAY: A MULTI-SENSORY APPROACH

PHONICS

SYLLABLES: Closed
V-C-E
Open
R-Controlled
Consonant - le
Diphthong

SPELLING: 4 - Step Plan
Dictation
CHIPS

SIGHT VOCABULARY

READING: Scan for word study
Set a purpose: Comprehension
Language experience: an alternative
Improving vocabulary

HANDWRITING

THE LESSON PLAN/TUTOR LOG

ORDER OF PRESENTATION

TEACHING HINTS

DEFINITIONS

- Learning disability - Specific learning disability is defined as a disorder of one (1) or more of the basic psychological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, talking, writing, spelling, or arithmetic. Such disorders do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, to emotional disturbance, or to environmental deprivation. From State of Florida, Special Programs I, Chapter 6A-6.3018, Special Programs for Students with Specific Learning Disabilities.

- Dyslexia - An impairment of the ability to read.

- IEP - Individual Educational Plan.

- Multi-sensory approach - Structuring lessons to utilize visual, auditory and kinesthetic processes. Lessons involve reading, writing, talking, listening.

- Non-verbal cues - A visual signal understood by tutor and student which reminds the student to practice a particular skill or behavior.

- Overteach - Provide many opportunities for practice of a given rule or technique. Present the same material in a variety of ways utilizing the multi-sensory approach. After mastery has been achieved, continue to review the material intermittently.

- Reteach - If the student is not making suitable progress, it may be because you are presenting new material too quickly. Back up and begin at a level at which the student can succeed. Break up the material into small sequential steps. Do not move ahead until the student masters each step. Provide plenty of opportunity for him to overlearn each skill to be mastered.

- Mastery - The amount of learning necessary to demonstrate achievement of a specific skill.

- Sub-vocally - Reading aloud in an undertone.

- Modeling - Demonstration of a learning technique by the tutor.

- Positive reinforcement - Giving praise, smiles, positive messages for accomplishments. Structuring lessons to provide the building blocks for continued confidence and success.

- Immediate feedback - Preventing the practice of incorrect methods by immediately correcting that which is wrong. Providing the student with immediate knowledge of success or immediate correction of mistakes.

- Cloze technique - A check of reading comprehension. Delete every fifth or sixth word of a reading passage. As the student reads, he provides words in the spaces that make sense.

- Phonics - The system of decoding sounds from symbols.

- Digraphs - Two or three letters having a single sound: ph/f/.

- Blends - Two or three letters with each letter being heard in combination: cl, dr, str.

- Diphthongs - Two or more vowels combined to make a single sound: ea, ai.

TECHNIQUES FOR SUCCESSFUL LESSONS

1. Speak slowly, clearly, and concisely. Have student repeat directions to be sure they are understood.

2. Use multi-sensory approach. Vary the lesson by utilizing visual, auditory, and kinesthetic processes. For example, the student could read aloud, read silently, read with you, or read sub-vocally while writing.

3. Be patient. Your student is a slow learner. Allow enough time for him to respond. Do not show impatience by sighing, tapping your foot, drumming your fingers, shutting your eyes, or using any other mannerisms that indicate lack of patience.

4. Be encouraging. Show by word and gesture your confidence in student's abilities.

5. Be positive. Negatives are a no-no. Instead of "Don't..." or "That's wrong," show the student how to do the work correctly by: demonstrating, verbalizing the process, breaking down the steps into smaller increments, reteaching, taking a break, or putting off that particular lesson for another day.

6. Praise meaningfully. Give praise for effort. Give praise for achievement. Be specific about what he/she is doing that you like.

7. Ensure student success. Because the lesson is individualized, new material should be presented in small enough increments to guarantee success. Overteach with constant review and repetition to ensure learning.

8. Plan for each lesson. Provide a variety of activities involving reading, writing, talking, and listening.

9. Keep records. Both you and your student will enjoy following his progress as he meets the objectives listed in his IEP (Individual Educational Plan).

   - Put a check beside each objective as mastery is achieved.
   - Keep graphs for spelling tests, three-minute word drills, etc.
   - Keep a special envelope to deposit "Words I Know" as words are mastered.
   - Have the student keep a notebook.
   - Keep the student's Language Experience stories in the notebook or in a separate folder for frequent rereading and enjoyment.

10. Teach strategies for organizing information.

- **Highlight** important words or phrases to remember.
- Teach **color coding.**
- **Underline** with colored pens.
- Use **multi-sensory technique** (visual, auditory, kinesthetic).
- **Employ memory aids,** acronyms.
- Use **modeling technique.** The tutor demonstrates appropriate problem-solving strategies.
- Utilize **self-instructional training** (combined with modeling).
    a. Tutor performs task while saying what he is doing.
    b. Student performs task while tutor says what he is doing.
    c. Student performs task while saying what he is doing.
    d. Student performs task while silently verbalizing what he is doing.
- Use **index cards.**
- Provide **immediate feedback.**
- Use **non-verbal cues.**
- Make written materials **dark and clear.**
- Provide **outlines.**
- **Summarize** what has been learned.

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MATERIALS

Suggested materials to have on hand.

Ball point pens (black, blue, red, and green)

Highlighter (yellow)

9 x 12 Manila envelopes

3 x 5 Index cards (cut in half)

Carbon paper

Ruler

Low tray, small container of sand

Letter discs

Tutor notebook

Student notebook

Newspapers

Magazines

Catalogs

Easy readers

Pocket dictionary

THE INDIVIDUAL EDUCATIONAL PLAN

The Individual Educational Plan, or IEP, describes the student's program and how it will be implemented.

The IEP contains the following information:

1. Annual or long range goals.

2. Short term objectives. These list the sequential steps necessary to achieve #1, the long range goal.

3. Name of person who will work with the student to achieve these objectives.

4. Special modifications to be made to the classroom and/or materials to assist the student to achieve these goals.

5. The beginning date and the student's current level of functioning.

6. The date for program review and the means of determining whether the goals have been met.

LESSON PLAN/TUTOR LOG

Student _____ Tutor _____

Materials Date _____

Lesson

Comments; Results

Materials Date _____

Lesson

Comments; Results

A GUIDE FOR INSTRUCTION
MODULES FOR TEACHING READING, SPELLING AND WRITING

The purpose of these modules is to guide the tutor in the planning and presentation of lessons which meet the student's needs and follow his Individual Educational Plan.

LESSON OUTLINE

Every student in the program was evaluated prior to placement with a tutor. Although individual levels differ and the emphasis of instruction might vary, lessons follow a similar pattern.

MODULES:
- Phonics/Syllable Study
- Spelling
- Sight Vocabulary
- Reading
- Writing

PHONICS MODULE

Terms:

Phonics - A systematic method of decoding letter symbols to sounds.

Syllable - A unit of sound you say in one breath.

Phonetic words- Words made up of one or more of the six types of syllables.

Vowels - a, e, i, o, u (sometimes y).
Vowel sounds vary according to the type of syllable in which they appear.

Consonants - b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.
Consonant sounds are generally stable.

Digraphs - Two or three letters having a single sound: ph /f/

Blends - Two or three letters with each letter being heard in combination: st, str.

Diphthongs - Two or more vowels, or vowels and consonants, which combine to make a single sound: ai /ā/, eigh /ā/.

Instructional Objectives:

1. When shown a letter visually, the student will name the letter,

2. When given the sound of a letter, the student will identify the letter by name.

3. When given a letter sound, the student will repeat the sound, name the letter, write the letter, and read the letter.

4. When given (2, 3, 4) isolated sounds, the student will blend them together into syllables or words.

5. When given a multi-syllable word, the student will divide it according to syllable type using one of the following rules: vc - cv, vc - v, v - cv, cv - vc, prefix, suffix.

6. When given a (closed, vowel-consonant-e, open, r - controlled, consonant - le, or diphthong) syllable, the student will read the syllable and identify its type.

7. Given a list of 2 or more words with similar endings on a patterned word list, the student will read the words.

8. Given words in isolation that have been learned in word patterns, the student will read the individual words.

9. Given a list of (prefixes, suffixes) the student will pronounce them and give their meaning.

10. Given a word with a prefix, the student will recognize the prefix, pronounce the word, and give its meaning.

11. Given a word with a suffix, the student will recognize the suffix, pronounce the word, and give its meaning.

12. Given a word or syllable with a phonetic irregularity, the student will recognize the unusual letter combination and read the syllable correctly.

Order of Presentation:

Vowels:
a - /a/ - apple
i - /i/ - inch
o - /o/ - octopus
u - /u/ - umbrella
e - /e/ - elephant
y - /i/ - gym
schwa - /ə/ - sound of vowel in unaccented syllable (uh)

New vowel sounds as affected by different syllable types.

Consonants: b - f - h - j - k - l - m - n - p - r - s - t - v - w/wh - y - z - d - x - qu - c - q - s

Digraphs: Two or three letters having a single sound

ck/k/clock
ch/ch/chin ch/k/Christmas ch/sh/chivalry
sh/sh/shut
th/th/thin th/TH/this
wh/hw/whistle
ph/f/phone
tch/tch/watch

Blends: Two or three letters with each letter being heard in combination

dr, tr, br, cr, pr, fr, -nd,-ng,-nk,-nt -mp
st, str, scr, sk -ld -ft
pl, fl, cl, bl

Syllables: Present one syllable rule at a time.

Single syllables - phonetic words and nonsense syllables: Rules I to VI.

Multi syllables - words or nonsense words of the same type or a combination of syllables already presented.

Syllable division- when studying 2- and 3-syllable words of each syllable type, teach division of syllables: vc-cv, vc-v, v-cv, cv-vc, prefix, suffix.

Syllable Rule I: Closed Syllable (V-C)

Syllable Rule II: Vowel-Consonant-E (V-C-E)

Syllable Rule III: Open (C-V)

Syllable Rule IV: R-Combination (V-r)

Syllable Rule V: Consonant-le (C-le)

Syllable Rule VI: Diphthong

Word Patterns: Using words with similar endings to decode unknown words.

Prefixes and Suffixes: Syllables added to the beginning and ending of words to alter their meaning. Their study should be ongoing and not limited to the list provided.

Phonetic Irregularities: Unusual letter combinations. Introduce when needed.

Method of Presentation:

Vowels should be presented one or two at a time. Most students can handle the entire group of single consonants at once, but if your student has difficulty recognizing or pronouncing them, introduce 8 to 10 at a time. Add the remaining letters in increments your student can handle as he becomes familiar with the first set.

Provide ample practice combining these letters in closed syllables according to Syllable Rule I. Use the word lists provided with the syllable rules, the dictionary, and nonsense syllables for reading, writing and spelling of single and multi-syllable words. Review those rules already learned as you introduce new material.

Pronounciation exercises should stress the following:

- Consonant sounds must be light and short; not "buhh, but /b/.
- For r avoid the false /r/ sound.
- The consonant w appears only before a vowel sound: /wa/, /we/, /wi/, /wo/ /wu/.
- The consonant y appears only as the first letter of a syllable (yak).
- The letter x does not have a destinctive sound but is the blending of k and s: /ks/.

PHONICS

Reading involves decoding language from written symbols. Most students with reading problems have difficulty with decoding. They can profit from the study of phonics which provides an organized decoding system for translating the symbol to sound.

Method: Daily review of drill cards:

A. Association I. Visual - Auditory - Kinesthetic

Objective: When shown a letter or letters representing one sound, the student will name the letter(s), pronounce its sound, and name the clue word for the sound.

Tutor: Show card b

Student: "b says /b/ as in boy."

B. Association II. Auditory - Auditory

Objective: Given a letter sound, the student will give its letter name.

Tutor does not show letters, but goes through cards again.

Tutor: /b/

Student: gives letter name, "b".

C. Association III. Auditory - Kinesthetic

Objective: Given a letter sound, the student will repeat the sound, name the letter, write the letter and read it.

Tutor: /b/

Student:

a. says /b/
b. spells "b"
c. names letter and writes "b"
d. reads /b/

Writing for this lesson can be done with pencil, chalk, in the air, with finger on table or back of hand, with letter tiles, in a tray of sand, etc.

SYLLABLES

A syllable is a unit of sound you say in one breath.

Objective: Given a series of letters that form a syllable, the student will recognize the type of syllable and pronounce it correctly.

There are six kinds of syllables. They are taught in the following order, except for diphthong syllables which are presented as needed.

1. Closed (V-C)

2. Vowel-Consonant-E (V-C-E)

3. Open (C-V)

4. R-Controlled (V-r)

5. Consonant-le (C-le)

6. Diphthong

OTHER WORD COMPONENTS

Prefixes

Suffixes

Phonetic Irregularities

Objective: Drill syllables/words for reading

Method:

Present one syllable rule at a time. When mastery of one syllable type is achieved, present the next. Provide ample practice in reading, writing, and spelling each new type of syllable as you continue to review those rules already learned.

Tutor:

Put out individual letter cards for analysis of word into component parts. Note: Place vowel nearer to first letter to get a smooth blend.

b a t

Student: b/a/t/, /ba/t/, /bat/

Say sounds lightly and briefly so that series of sounds can be recognized as the word is spoken slowly.

1. Be sure to also drill nonsense syllables to be sure the student is decoding and not merely recognizing sight words.

   Examples:

taf	bak	haj
paj	hab	maf
fam	aft	

2. Use troublesome words from previous day's phonetic word drill in this lesson, analyzing component parts of each word.

3. This drill should emphasize new material with some review of old material mixed in.

4. Use closed syllables for spelling as well as for reading. When all of the short vowel sounds have been presented and the student can read and spell closed syllables with 80% accuracy, proceed to the next type of syllable, Vowel-Consonant-E.

5. Activity: Three Minute Word Drill

   Using flash cards or word lists, expose words one at a time for student to read as rapidly as possible in a 3-minute time limit. Keep track of words missed for further study.

   Record results of the drill on a graph or chart.

I. Closed Syllable (V-C)

I. A closed syllable is a syllable with one vowel followed by one or more consonants. The vowel sound is short.

Examples: an, fan, bet, in, fit, on, got, gum

Objective: Given a list of closed syllables, the student will recognize the syllable type and pronounce the syllables correctly.

bat	gal	wem	bap
Jim	not	yom	hin
hip	gum	tav	con
fat	rug	miv	fin
hit	pod	zop	jat
bib	pen	whap	pol
pat	den	wib	kev
pit	net	nup	lax
bit	hash	nis	jib
hat	such	tol	thib
fib	zigzag		chub
lot	which		leck
get	yam		thel

I. Closed Syllable (V-C), continued

Objective: Given closed multi-syllable words, the student will pronounce the words and divide them into syllables.

Two Syllables	Three Syllables
suspend	hobgoblin
triplets	indignant
himself	astonish
pumpkin	investment
tandem	establish
sunset	entrapment
unrest	Lebanon
empress	stimulant
goblet	
infant	
tinsel	
hamlet	
children	
problem	
candid	
limit	
limpid	
transom	

I. Closed Syllable (V-C), continued

Two Syllables	
sus	pend
trip	lets
him	self
pump	kin
tan	dem
sun	set
un	rest
em	press
gob	let
in	fant
tin	sel
ham	let
chil	dren
prob	lem
can	did
lim	it
lim	pid
tran	som

Three Syllables		
hob	gob	lin
in	dig	nant
as	ton	ish
in	vest	ment
es	tab	lish
en	trap	ment
Leb	a	non
stim	u	lant

II. Vowel-Consonant-E (V-C-E)

II. Vowel-Consonant-E is a syllable with one vowel followed by a consonant and a silent e, making the first vowel sound long.

Examples: cake, Pete, nine, hope, male, type

Objective: Given a list of vowel-consonant-e syllables, the student will recognize the syllable type and pronounce the syllables correctly.

vene	lete	nide
pute	tave	bafe
fide	nize	nade
ute	ube	vive
nate	sote	jole
voke	rene	ite
tate	sade	vate
zome	vule	gade
mide	ane	bule
fute	mune	zene
une	dite	tude
mize	pote	vade
bibe	nive	yune
ume	tave	vule

II. Vowel-Consonant-E (V-C-E), continued

Objective: Given multi-syllable words containing closed and v-c-e syllables, the student will pronounce the words and divide them into syllables.

Two Syllables	Three Syllables
cupcake	lemonade
convene	Japanese
deplete	palisade
disgrace	cavalcade
inane	include
behave	vestibule
blameless	mennonite
graceful	medicate
athlete	
trapeze	
preclude	
produce	
combine	
invoke	
connive	
compote	

II. Vowel-Consonant-E (V-C-E), continued

Two Syllables		Three Syllables		
cup	cake	lem	on	ade
con	vene	Jap	an	ese
de	plete	pal	is	ade
dis	grace	cav	al	cade
in	ane	in	clude	
be	have	ves	ti	bule
blame	less	men	non	ite
grace	ful	med	i	cate
ath	lete			
trap	eze			
pre	clude			
pro	duce			
com	bine			
in	voke			
con	nive			
com	pote			

III. Open Syllable (C-V), continued

III. Open syllable is a syllable that ends in a single vowel, making the vowel sound long.

Examples:

pa per, re cess, pi lot, lo cate, hu man

Objective: Given a list of open syllables, the student will recognize the syllable type and pronounce the syllables correctly.

bu	ko	fe
sti	de	pli
di	tri	ta
du	co	no
hi	tru	ri
the	cru	zo
ka	se	vi

III. Open Syllable (C-V), continued

Objective: Given multi-syllable words containing open, closed and v-c-e syllables, the student will pronounce the words and divide them into syllables.

Two Syllables	Three Syllables
neon	hiatus
chaos	geometry
trial	creosote
lion	zodiac
fuel	deity
boa	mosaic
create	nucleus
poem	lyseum
duel	oasis
duet	egoist
fluid	minuet
cruet	influence
suet	iodine
	tapioca
	premium

III. Open Syllable (C-V), continued

Two Syllables			Three Syllables		
ne	on		hi	a	tus
cha	os	/ka-os/	ge	om e	try
tri	al		cre	o	sote
li	on		zo	di	ac
fu	el		de	it	y
bo	a		mo	sa	ic
cre	ate		nu	cle	us
po	em		ly	se	um
du	el		o	a	sis
du	et		e	go	ist
flu	id		min	u	et
cru	et		in	flu	ence
su	et		i	o	dine
			tap	i o	ca
			pre	mi	um

IV. R-Controlled (V-r)

IV. R-Controlled is a syllable with one vowel followed by r. The vowel sound is different.

Examples: shark, her, first, short, turn

Objective: Given a list of r-controlled words, the student will recognize the syllable type and pronounce the syllables correctly.

ar	or	er,ir,ur
harm	fort	spurt
farm	port	fern
charm	horn	spurn
chart	sort	flirt
start	snort	shirt
card	for	curb
smart	pore	first
charge	lord	were
charge	corn	herd
shark	morn	curd
lark	sport	perm
park	short	term

Exceptions: world, worm, warm

IV. R-Controlled (V-r), continued

Objective: Given multi-syllable words containing r-controlled, closed, v-c-e, and open syllables, the student will pronounce the words and divide them into syllables.

Two Syllables	Three Syllables
hazard	energy
coward	elixer
intern	refurbish
affirm	concurrence
concern	editor
tapir	instructor
revert	decorator
confirm	translator
valor	regulator
pursue	inventor
harbor	affirmation
femur	confirmation
surpass	interval
sirloin	intervene
perhaps	superfine
	peppermint

IV. R-Controlled (V-r), continued

Two Syllables		Three Syllables		
haz	ard	en	er	gy
cow	ard	el	ix	er
in	tern	re	fur	bish
af	firm	con	cur	rence
con	cern	ed	it	or
ta	pir	in	struc	tor
re	vert	dec	or a	tor
con	firm	tran	sla	tor
val	or	reg	u la	tor
pur	sue	in	ven	tor
har	bor	af	fir ma	tion
fe	mur	con	fir ma	tion
sur	pass	in	ter	val
sir	loin	in	ter	vene
per	haps	su	per	fine
		pep	per	mint
		ther	mom et	er

V. Consonant-le (C-le)

V. Consorant-le is a syllable ending in le. There is no vowel sound and the consonant coming before the le divides with it.

Example: ri fle, sam ple, mar ble, nee dle, hur dle

Objective: Given a list of words containing consonant-le syllables, the student will recognize the syllable type and pronounce the words correctly.

1. Closed - C-le		2. Open - C-le		3. r - C-le	
sam	ple	sta	ple	mar	ble
pim	ple	ri	fle	pur	ple
ruf	fle	bu	gle	myr	tle
med	dle	sta	ble	tur	tle
cud	dle	cra	dle	hur	dle
rip	ple	ta	ble	cur	dle
thim	ble				

4. Diphthong - C-le	
nee	dle
fee	ble
bau	ble
stee	ple
poo	dle
noo	dle
bee	tle
trea	dle

V. Consonant-le, continued

Objective: Given multi-syllable words containing consonant-le, closed, open and r-controlled syllables, the student will pronounce the words and divide them into syllables.

Two Syllables	Three Syllables
tumble	dependable
tremble	admirable
twinkle	comfortable
ample	forcible
whistle	despicable
staple	illegible
simple	invincible
cable	indissoluble
maple	incorrigible
girdle	cuticle
waddle	indelible
circle	incredible

V. Consonant-le, continued

Two Syllables		Three Syllables				
tum	ble	de	pen	da	ble	
trem	ble	ad	mir	a	ble	
twin	kle	com	for	ta	ble	
am	ple	for	ci		ble	
whis	tle	des	pic	a	ble	
sta	ple	il	leg	i	ble	
sim	ple	in	vin	ci	ble	
ca	ble	in	dis	sol	u	ble
ma	ple	in	cor	ri	gi	ble
gir	dle	cu	ti	cle		
wad	dle	in	del	i	ble	
cir	cle	in	cred	i	ble	

VI. Diphthong Syllable - 1

Diphthong syllable is a syllable with two or more vowels making one sound.

Examples: sail, play, bead

Objective: Given a list of words containing diphthong syllables, the student will recognize the syllable type and pronounce the syllables correctly.

ai /ā/	long ā	ay /ā/
sail	drain	bay
aid	chain	day
laid	paint	tray
ail	raise	clay
rail	praise	stray
trail		way

eigh /ā/	ei /ā/	ea /ā/
eight	vein	great
weight	skein	break
sleigh	rein	steak
neighbor		
freight		

VI. Diphthong Syllable - 2

short e

ea /e/
head
bread
tread
feather
leather
health
ready
breast
meant

long $\bar{e}$

ea $\bar{e}$	ee /$\bar{e}$/
eat	feed
tea	bee
each	three
beach	tree
reach	beech
read	speech
	deed
	need
	seed
	weed
	bleed

ei /$\bar{e}$/	ie /$\bar{e}$/	ey /$\bar{e}$/
ceiling	piece	valley
perceive	chief	turkey
receive	belief	hockey
neither	priest	jersey
either	grief	trolley
leisure	yield	money
seizure	thief	
	prairie	
	Jackie	

VI. Diphthong Syllable - 3

long i

igh /i/

light
sight
fight
might
tight
right

long o

oa /o/	oe /o/	ow /o/
boat	toe	snow
coast	doe	flow
road	foe	slow
float	hoe	throw
loaf	woe	glow
toad		grow
boast		blow
coast		low
toast		yellow
soak		shadow
soap		follow
		elbow

long u

ue /yu/	eu /u/	ew /yu/
cue	Europe	pew
rescue	eulogy	few
due	feud	hew
tissue		mew
sue		
avenue		
argue		

VI. Diphthong Syllable - 4

"aw"

au /o̤/	aw /o̤/
cause	thaw
August	saw
fault	crawl
vault	lawyer
saucer	draw
saunter	dawn

"ow"

ou /au/	ow /au/
couch	howl
sour	growl
pouch	brow
flour	plow
loud	drowsy
mouse	town
proud	how
hound	frown
found	now
ground	drown
wound	down
	crowd

Diphthong Syllable - 5

short o͝oh

oo /u/

stood	good	brook	cook	foot
book	wool	wood	hook	took

long o͞oh

oo /u/	ou /u/	ew /u/	ue /u/
proof	soup	grew	flue
cool	group	blew	construe
groove	croup	stew	blue
spool	youth	dew	
room	coupon	flew	
boost	you	crew	
gloom		shrewd	
tooth			
droop			
goose			
broom			
smooth			
troop			

Diphthong Syllable - 6

"oy"

oi /o͝i/	oy /oi/
boil	toy
soil	annoy
foil	joy
toil	enjoy
moist	oyster
hoist	royal
joint	boy

WORD PATTERNS

Word patterning is a phonetic technique using similar word endings to decode unknown words. For example, if a student cannot read "stuck", make a list beginning with a key word, "duck", and several other words with the same ending.

Objective: Given a list of 2 or more words with similar endings on a patterned word list, the student will read the words with 80% accuracy.

Objective: Given words in isolation that have been learned in word patterns, the student will read the individual words with 80% accuracy.

Procedure: Help the student read these words with common endings by saying, "If this is duck, what is this?" pointing to luck. If he does not know the word, say it for him and ask what the next word is. Lead him through the pattern in this way, from duck to stuck. Keep these brief word pattern lists in the student's notebook for study. This procedure is helpful when studying words with unusual pronunciations.

duck
luck
tuck
stuck

all	alk	aught	aul	aunch	aunt
fall	balk	caught	haul	launch	gaunt
call	talk	naught	maul	staunch	flaunt
	stalk		Paul		haunt

ause	sion	tion
cause	permission	nation
because	commission	ration
clause	remission	station

ang	ing	ong	ink	ung	unk	umb
rang	ding	dong	sink	sung	sunk	dumb
sang	ping	pong	slink	stung	spunk	crumb
dang	sing	long	shrink	sprung	slunk	thumb

OTHER WORD COMPONENTS

Prefixes

A prefix is added to the beginning of a word to alter its meaning.

General Objective:

The student will expand his vocabulary by learning the meanings of prefixes and how they alter the meaning of words.

Specific Objectives:

1. Give a list of prefixes, the student will pronounce them and give their meaning.

2. Given a word with a prefix, the student will recognize the prefix, pronounce the word, and give its meaning.

anti - against: antinuclear, antifreeze

bio - living: biography, biology

co - together: cooperate, cohesive

dis - opposite: disappear, disapprove, disarray

extra - beyond, outside: extrasensory, extraordinary

fore - before, earlier: forewarned, foretold

geo - relating to the earth: geography

in - not: inexact
il - not: illicit
im - not: imperfect
ir - not: irreparable
un - not: unstoppable, untouched
non - not: nonstop

macro - very large: macrocosm

micro - very small: microsecond

mega - million: megawatts, "mega - bucks"

multi- many: multicolored

mis - wrong: mistake, misquote

neo - new: neoclassical

Prefixes - 2

out - outside: outgrow, outreach

over - too much: overgrown

photo - light: photoelectric, copy: photography

post - after: postwar

pre - before: prewar

pro - in favor of: pro-clean air, pronounce

pseudo - false, not real: pseudo intellectual, pseudonym

quadri - four: quadrilateral

re - again: redo, remake, repeat

self - independent: self-control, self-employed

semi - half, partly: semi-circle, semi-detached

sub - under: submarine, subway

super - greater, more than: supersonic, superstar

tele - over a great distance: telephone, television

thermo - heat: thermometer

trans - across: transatlantic, transport

tri - three: tricycle, triplet

ultra - beyond: ultramodern

vice - next in rank: vice chairman, vice president

inter - between: interstate

intra - inside: intrastate

intro - inside: introduce

Suffixes

A suffix is added to the end of a word to alter its meaning.

General Objective:

The student will expand his vocabulary by learning the meanings of suffixes and how they alter the meanings of words.

Specific Objective:

1. Given a list of suffixes, the student will pronounce them and give their meaning.

2. Given a word with a suffix, the student will recognize the suffix, pronounce the word, and give it meaning.

ar -
er - one who or that which, performs an action: solar,
or - stellar, painter, teacher, creator, sailor.

ible
able - capable of being, able to be: dependable

ing - present participle of verbs: cooking, sewing

ed - past tense: painted, mended

ability - able to be trusted: distractibility, reliability

ance - quality of, or state of: dependence, remonstrance
ence -

arian - someone who is or does: vegetarian, librarian

ary - place for or connected with, customary, aviary

ee - a person who: refugee, employee

eer - person who does: musketeers, mousketeer, engineer

en - made of: woolen; cause to be: soften

ess - feminine: lioness, directress

ette - small: kitchenette, dinette

fold - multiples: twofold, manifold

ful - causing: delightful, spoonful

Suffixes continued

hood - state of being: manhood, childhood

ish - relating to: stylish, British

ist - follower of: Communist, Marxist

ite - Trotskyite, Leninite

ity - example of: stupidity, duplicity

ment - act or result of: confinement

wise - in the manner of: clockwise

ous - having: dangerous, pious

tion - act of: rejection

sion - act of: permission

dom - state of being: boredom, freedom, kingdom

ness - quality of: soundness, business

PHONETIC IRREGULARITIES

These non-phonetic letter combinations need to be recognized by sight.

Objective:

Given a word or syllable with a phonetic irregularity, the student will recognize the unusual letter combination and read the syllable correctly.

wr /r/	kn /n/	gn /n/
wren	know	gnat
wrestle	knob	gnaw
wring	knock	gnash
wrinkle	knee	gnome

mb /m/	gh /f/	ph /f/
comb	rough	telephone
bomb	tough	phonics
tomb	cough	phase
womb	enough	phantom

bt /t/	silent h	silent l
debt	heirloom	calm
doubt	heiress	balm
subtle	herb	palm
	honest	psalm

SPELLING MODULE

Rationale:

Throughout the program, spelling corresponds with phonics and syllable study. Using the multi-sensory technique, the student learns to read, write, and spell the six types of syllables. The first non-phonetic words that he is responsible for spelling are from the Sight Vocabulary List or functional words the student needs to know, such as his address, place of employment, spelling of family names, etc. As the student advances in the program, he discovers that phonetic syllables can have more than one spelling (rane, rain, reign; fern firn furn). The student needs to be mentally alert to the various possible spellings, and he needs to form a mental image of the correct spelling when there are several alternatives.

The spelling lesson consists of both a word list and a spelling dictation. The list consists of words and syllables which are examples of the rules he is learning and frequently used words from the sight vocabulary list. The dictation contains several sentences written in paragraph form. Besides providing practise in spelling and handwriting, the dictation also gives practise in using rules for writing, such as capitalizing, indenting, and punctuating correctly.

After the student has learned to spell the six types of syllables, there are certain rules and generalizations dealing with adding prefixes and suffixes, writing contractions,

possessives, abbreviations, etc. which need to be presented. These are contained in the spelling books used with the program and are listed on our materials list.

Instructional Objectives:

1. When given phonetic words or syllables orally, the student will spell the words correctly.

2. When given words from a sight vocabulary or other spelling list, the student will spell the words correctly.

3. When given phonetic words orally, the student will demonstrate the use of spelling rules and generalizations by:
   - adding prefixes and suffixes
   - writing contractions and possessives
   - writing abbreviations

4. When given a spelling dictation, the student will write the paragraph(s) using appropriate grammar and writing rules for
   - capitalization
   - handwriting
   - indentation
   - punctuation
   - spelling

SPELLING

SYLLABLES, PHONETIC WORDS, DICTATION

Procedure: Use the Four-Step Plan.

Example: Tutor gives the syllable /taf/

Student does the following:

1. Repeats /taf/.
2. Names the letters, t-a-f.
3. Writes, naming each letter as he forms it, t-a-f.
4. Reads /taf/.

For the spelling test, use:

1. Nonsense syllables which conform to syllable rules already learned.
2. Phonetic words.
3. Troublesome Words.
4. Sight words which student is learning.

The word test should contain 10-20 words. Score the number of words spelled correctly (8 out of 10 right.)

The next part of the test is the dictation.
(See next page.)

DICTATION

Procedure:

The dictation is always part of the spelling test and follows the word list on the same sheet of paper.

Teach your student the acronym CHIPS to help him recall the writing skills he must practice:

C - Capitalize - To begin a sentence, a proper name, etc.

H - Handwriting

I - Indent - To begin a paragraph

P - Punctuate - Period, question mark, comma, etc.

S - Spelling

When dictating, read the entire sentence to the student for understanding; then repeat in phrases long enough to be written as a whole unit. Do not repeat missing words, as one of our goals is to improve auditory memory. Do not tell the student to indent, but say, "This is a one-paragraph story," or "Next paragraph".

After the dictation is written, have the student reread it and correct for CHIPS.

Examples of sentences for dictation appear in this notebook following the word lists. The tutor can use material from the student's reading or spelling book for the dictation. If the paragraph contains words that are not phonetic or that the student is not yet responsible for, write those words on a list for his referral.

SPELLING CORRECTIONS

1. Word List

   a. Have the student re-read the word list.

   b. If he mispronounces a word, saying /tif/ for /taf/, ask him to spell it. If he says t-i-f, explain that is the correct spelling for /tif/, but the word you gave was /taf/. If he still cannot spell /taf/, plan to review the vowel /a/.

   c. Correct all of the words together, rewriting misspelled words. Compare the incorrect spelling with the correct, helping the student use his errors to learn the correct spelling.

   d. Word list score is the number of words spelled correctly. Put information on graph.

2. Dictation:

   Correction of the dictation can be an excellent opportunity for language instruction. Take each item of CHIPS, one at a time, and check for its successful use. For example, look first at "C," capitalization. Discuss where and why capitals were used. If properly used in all instances, underline the C of CHIPS. Continue with the other items in the same way. If one item is missed in any category, do not underline that letter. Have student make corrections on his paper using a pen of another color.

Spelling and Reading
Word List: Group I - Closed Syllables - 1

Consonants: all single consonants except c, g, s,

Vowels: a, i

bat	hib	fib	wak
map	tib	hit	jif
him	mip	Jim	vil
hat	maf	bib	mak
hip	tab	jab	lom
if	hip	tam	quaz
fat	bim	whiz	quim
kit	bap	quiz	lix
pat	pib	quid	tix
pit	ab	ax	sox
bit	ak	mix	tam
tap	imp	fix	fam
it	pab	pox	sim
at	aft	lot	lam
mat	iz		

Word List: Group II - Closed Syllables - 2

Consonants: all single consonants including c, g, s

Vowels: a, i o, u

a, i, o		a, i, o, u	
tag	rog	cig	bat
bog	gof	nam	nub
big	raj	lim	cut
pomp	tig	nat	zuz
rim	git	hug	tam
jag	pom	sip	cen
rig	hig	pun	jax
gap	rim	gol	tuc
gin	hom	soc	jam
jig	rif	mig	raf
sap	kom	mac	sub
quip	com	jug	ruf
jag	cem	nok	hix
rip	cim	gas	sof
sip	kak	rug	caz
lap	mim	hub	maz
sog	fof	sax	lox
gem	rit	nup	yum
gas	sop	tup	roz
not	pos	nox	dok
nip	gim	sin	yam
gal	lom	mog	fiz
man	nim	hum	yuk
lit	tas	tis	pum
pig	lip	rut	mul
lot	lit	fog	rug
tan	ban	hut	gum
gaf	pip	nos	sup

Word List: Group II - Closed Syllables - 3

Consonants: all single consonants

Vowels: a, i, o, u, e, y

vat	whob
zip	miv
whim	gaz
vim	whan
which	zob
win	wib
zigzag	zop
what	tav
yam	yom
cym	gup
buzz	pug
wit	hum
bak	sas
whip	nub
wig	cyn
yet	cyx
yam	nis
when	fuf
web	net
yum	nes
win	sal
gym	gel
mad	syg
whip	kol
Sam	fol
pun	lum
rut	sil
gym	yol
pup	yem

Group III, IV - Closed Syllables - 4

III. Consonants: Add digraphs: ck, ch, tch, sh, th, ph

Vowels: a, e, i, o, u, y

chip	thumb	pitch	shet
much	sith	chim	phyl
chum	thym	shut	shed
rash	shif	then	rich
shut	sham	shell	shock
thin	chop	mash	that
chug	rock	shin	with
rock	chat	fish	fifth
duck	mock	thin	mock
witch	chin	lush	fitch
stitch	catch	phid	lack
phon	rash	gush	phas

IV. Consonants: Add blends - Vowels: a, e, i, o, u, y

shift	send	fleck	blend
stamp	crash	drink	stunt
still	fend	slim	brand
brag	flash	flim	plum
drum	lent	grim	stun
stop	smash	stuff	drag
bond	track	flam	flunk
grip	brim	band	skunk
brat	flack	crumb	rift
stomp	cliff	tryst	drift
spell	clack	sand	bled
flat	drift	prod	fled
trim	flick	bend	sled
skin	trod	stand	slap

Tutor Word Lists for Flash Cards
and Spelling

1. Closed Syllables

tag	gap	mop	hop	ram	sob
pig	big	got	hot	rat	rig
jig	top	rot	jot	rot	rim
lap	lip	nag	nap	not	fan
that	than	this	man	pan	nut
run	rut	gum	tub	rug	chip
chin	chap	chum	rich	much	chop
then	hen	pet	nest	let	them
sit	sat	set	sip	sag	Sam
sham	shut	hush	lush	mash	lash
sash	fish	wish	shop	mesh	did
dad	bad	bed	fed	red	led
lad	dim	dam	dash	shod	shed
wet	win	wed	whim	when	which
yes	yet	yak	yam	van	vast
vat	zip	zap	buzz	is	with

1. Consonant Blends

risk	split	brag	flag	stop
grass	slap	smell	stamp	trip
swell	flit	sled	trash	lend
plot	strip	bring	brisk	prod
trim	lent	grunt	drink	dress
drip	spell	spill	bring	plan
skill	rent	smell	still	bland
drill	stint	spring	black	string

2. Vowel - Consonant - e Syllables

fake	make	sale	tale	while
whale	hide	mine	lone	rave
cave	hale	hive	save	tone
line	dive	bake	dine	side
rake	bone	pile	name	cone
fine	take	tame	sake	wine
game	tire	mine	ripe	same
wire	dine	hole	fire	pipe
mule	mole	joke	size	tune

3. Open Syllables

he	she	me	be	see
we	go	no	so	by
my	dry	cry	try	fly
why	pry	spry	fry	music
raven	baby	spider	tripod	ruby

4. R- Combination Syllables

car	star	far	her	sir
stir	fir	baker	burn	turn
shirt	curl	church	farm	firm
torn	skirt	form	flirt	morning
charm	shorn	harm	scorn	alarm
stern	fur	horn	former	horse
barn	harvest	large	charge	party
dollar	march	custard	blizzard	murder
lizard	buzzard	pedlar	beggar	purr
actor	transform	torpedo	elevator	storm

5. Consonant - le Syllables

staple	title	marble	ample
waffle	pimple	feeble	cradle
rifle	maple	ample	purple
sample	needle	whiffle	apple
simple	trifle	bugle	bauble
apple	ruffle	stifle	cuticle

6. Diphthong Syllables (See lists, pages 36-41)

ea /ē/		ee /ē/	
eat	meat	teeth	tree
seat	leap	seek	screech
fear	near	peek	flee
each	reach	feed	steed
read	bead	need	free

Dictation Samples - Closed Syllables

Any words that have not been taught for spelling and are not phonetic should be written on a separate paper for the student. In the following examples, these words have been underlined.

Group I

Jim sat on the mat with Tim. Jim can tip his hat. Tim can hit the fat cat.

Group II (1)

Jon and Jan can win the race. Jon ran through the gap but Jan ran up the track.

Group II (2)

Bud bit his lip but did not cry when his sister Kim did not win the cup. Kim was sad that she had not won, but smiled and said she would ask for another match.

Group II (3)

"I can whip Sam when we play again," said Kim. "If I zig when he zags, I can spin a web that will help me win."

Review the method of writing quotations.

Group III - Digraphs

Let us shut the window. The wind is blowing the papers about.

The thin witch had a black wig. She sat next to a spider web but did not catch the fly she wanted for her pet fish, Chips.

Group IV - Blends

If we fill the cup to the brim, we must be careful when we drink or the milk will spill. I can grip the cup with my thumb, and I will not stop drinking until there is not a drop left.

With a zigzag sewing machine, I can whip up a jump suit or a new stretch hat for Glen. Which kit can fit Glen?

Suggestions for Spelling Troublesome Words

1. Use the 4-Step Plan.

   a. Say word, "laugh". b. Name letters, l - a - u - g - h

   c. Write word, laugh d. Read word, "laugh".

2. Spell by syllable: reg - u - lar
   con - fu - sion

3. Exaggerate pronunciation: Help him hear and visualize the emphasized letters.

   cas - **U** - al rec - **OG** - nize ar - **C** - tic

   li - **BRa** - ry sep - **A** - rate sleP - **T**

4. Nonsense tricks:

   a. father = fat-her

   b. You <u>eat</u> <u>meat</u>, but go on your <u>feet</u> to <u>meet</u> me.

   c. A <u>piece</u> of <u>pie</u>.

   d. <u>Does</u> he need a <u>dose</u> of **medicine**?

   e. <u>ear</u>, <u>hear</u>, <u>heard</u>; <u>here</u>, <u>there</u>, <u>where</u>

   f. her, his, their:

      Remember to use the <u>e</u> from h<u>e</u>r and the <u>i</u> from h<u>i</u>s so that her love and his love become their love.

5. Use letter discs: Have the student find and arrange the correct letter discs to spell the given word.

6. Scrambled letters: lepsl = _____

7. Sand Spelling. Spread a thin layer of sand on a tray. Have the student use the 4-Step Plan, #1 above, to "write" the word in sand with his index finger.

8. Cloze technique. Write the word several times, omitting one or two letters for the student to fill in.

   Example: where:
   _ _ere, wh_re, wher_, w_ _ _ _.

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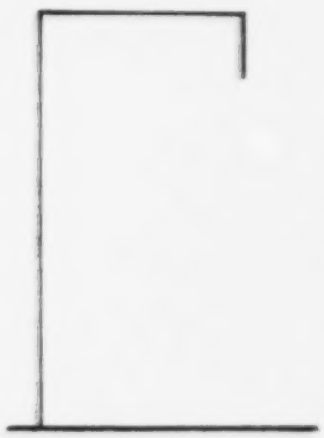
Suggestions for Spelling - 2

9. Hangman (8 steps)

a. head
b. face
c. neck
d. body
e. arm
f. arm
g. leg
h. leg



Use words the student can read from the list of 650 Words to Know by Sight.
Player #1 selects a word and indicates the number of letters in the word by making dashes. Player #2 names a letter. If the letter is in the word, Player #1 places it in the correct space. If the letter is not in the word, a head is drawn on the gallows. The game continues until Player #2 has guessed the correct word, or until the 8-part stick figure has been drawn.

___ ___ ___ ___ ___ ___

10. Tic Tac Toe

Take turns reading the vocabulary words on the board or paper. Cover each word read correctly with a color disc. The winner is first to get 3 in a row.

ambulance	trespass	shoulder
detour	school	combustible
caution	hospital	violators

11. Memory: This game requires 2 sets of the same vocabulary words. Mix the cards and place face down on the table. Take turns picking up 2 cards and reading the words. If the words do not match, place face down again. If the words do match, keep the pair of cards and take another turn. The winner has collected the most cards either when the predetermined time is up, or when all the cards have been matched.

12. Write a story using all of your study words.

13. Word hunt: List the words to be hunted and have the student read them before he begins to hunt for them. (See following page.)

Date Name

SPELLING LESSON

1. Trial Test

2. Dictation

3. Words to Study

4. Things to Do

A. Write the words using 4-point plan.
B. Write the words in sand or on the back of your hand.
C. Write words in alphabetical order.
D. Put a check beside words spelled phonetically.
E. Highlight special spelling irregularities to remember.
F. Divide words into syllables. Name the types of syllables.
G. Unscramble the words.
H. Spell the word to yourself as you play Tic Tac Toe, Hangman or Word Hunt.
I. Retest on words missed after completing at least 4 activities.

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TUTOR _____ STUDENT _____

SPELLING

Date	List	Dictation	Capital	Handwriting	Indent	Punctuate

On Dictation, do not penalize for words which are not phonetic or have not been taught.

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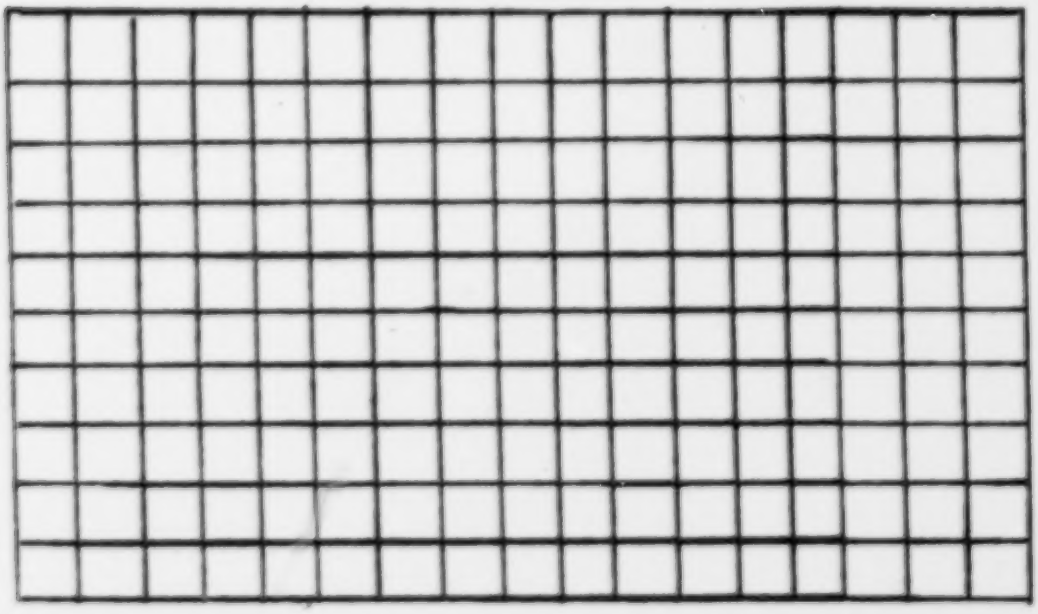
WORD HUNT

The words listed below are hidden in this puzzle.
Find and circle the words, making sure they are spelled correctly.
The words may be written from left to right, top to bottom,
or diagonally. Cross off the words you find.



WORD LIST

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SIGHT VOCABULARY MODULE

Introduction:

Sight vocabulary refers to common, frequently used words that should be recognized instantly without the necessity of decoding. Our list combines frequently used words (so, as, the, his) and functional words (signature, poisonous, mortgage). The student should study these words until they become automatic.

Instructional Objective:

When given words from a sight vocabulary list, in isolation or in context, the student will read the words instantly.

Procedure:

Have the student read the list of sight words until he misses about 20 words. Note the words missed on your list. Include words on which he hesitates as well as those he does not know. Write 10 or 15 of the words on cards for drill. Provide a variety of activities to help the student to master this list. Words can be put on flash cards, word lists to help with pronunciation, tic tac toe boards, word search puzzles, hangman games. Use these words for 3-minute word drills. Assign the lists as homework to be read twice a day.

When the student can read a word without hesitation 9 times in a row (3 times a day for 3 consecutive lessons), mastery has been achieved. Remove that word from drill and add a new word. These words can be used in spelling lessons and should be reviewed periodically.

650 WORDS TO KNOW BY SIGHT

*A.M.	if	any	far	out	how
*P.M.	or	too	eye	hop	pig
he	me	use	dog	new	I'll
go	I	hat	six	one	ice
be	of	sit	are	now	our
at	no	fox	tax	own	it's
TV	cat	egg	age	boy	head
so	bar	she	sat	saw	bark
as	his	has	all	old	told
it	bee	and	dry	not	game
up	got	try	two	zoo	they
an	*etc.	saw	put	why	shoe
to	him	had	red	men	upon
Ms.	ate	say	air	you	town
am	ten	man	bat	was	stop
is	get	may	set	who	high
a	bag	buy	run	met	turn
us	aid	can	Mrs.	yes	seen
oh	hen	for	let	wet	that
my	ask	bed	ran	low	read
in	law	sun	leg	few	then
we	fun	fly	may	eat	step
on	the	see	its	fat	ride
Mr.	her	big	off	cut	tell

*Teach if necessary.

store	side	like	open	half
nurse	rain	jump	must	give
truck	take	male	pick	baby
lease	show	look	shoe	tree
round	pull	knew	roof	July
thing	mile	suit	pony	have
start	talk	mail	over	aunt
paint	stay	hurt	save	five
metal	race	kind	play	coat
these	move	less	only	hear
seven	said	many	safe	best
prize	need	long	next	foot
there	made	keep	your	than
sleep	soon	such	once	hand
north	road	left	most	goes
state	page	into	free	blue
right	milk	sign	word	edge
house	some	last	name	dime
watch	live	know	miss	goat
small	mark	life	won't	been
white	wife	just	more	earn
where	sing	snow	with	also
motor	Miss	part	much	gave
horse	king	hold	cow	ever
stamp	same	week	bus	from
month	near	shut	dad	both
maybe	make	home	cry	easy
hour	save	size	bear	did

28

140
284

hot	duty	were	block	under
son	fire	each	first	grass
pet	hard	does	hello	enter
car	this	went	carry	began
coat	fish	loss	board	happy
wife	east	dark	fight	clean
date	back	well	could	along
army	took	fast	about	brown
hill	exit	don't	bread	ahead
boat	heat	wash	found	train
full	time	farm	catch	didn't
grow	join	warm	eight	every
city	them	even	break	three
area	work	walk	green	drink
hide	loan	fact	build	their
food	want	done	dress	black
girl	cage	wait	cause	drive
care	very	can't	funny	again
here	draw	type	great	floor
four	will	came	check	think
away	cake	wish	March	guard
beer	door	call	going	sound
gone	when	feet	unite	heart
book	down	June	bring	shall
fine	cold	birth	after	glass
hair	what	cream	grand	uncle
good	find	admit	color	today
bird	come	thank	allow	large

still
those
leave
daily
light
laugh
hurry
south
quiet
stock
place
other
would
stand
night
front
speed
never
money
smoke
penny
write
local
while
limit
wagon
which
April
water

credit
provide
service
himself
express
number
public
community
friend
experience
nickel
property
mother
vehicle
television
national
prompt
information
vegetable
exceed
kitchen
narrow
caution
hardware
social
prohibit
gasoline
mortgage
college

number
height
modern
single
private
hospital
minute
telephone
window
tomorrow
military
welfare
nothing
together
member
signature
length
thought
surprise
meeting
signal
police
width
citizenship
Sunday
corner
evening
street
United States

medical
security
continue
estimate
something
Florida
picture
father
Friday
estate
husband
mechanical
condition
birthday
establish
include
sandwich
better
complete
escape
should
maximum
safety
company
Monday
before
equipment
coffee
August

clothes
balloon
employment
picnic
morning
cleaner
because
income
January
brother
emergency
rocket
material
cigarette
electric
restaurant
pretty
furnace
charge
American
individual
married
butter
altogether
school
manager
business
during

Thursday
around
people
furniture
breakfast
December
between
another
driver
license
danger
residential
beside
animal
dollar
please
machine
Wednesday
benefit
always
doctor
credit
avenue
airplane
district
rabbit
peanut
available

September
yellow
automobile
distance
little
enough
application
disability
repair
poisonous
Saturday
apartment
dinner
register
February
amount
dependent
person
letter
record
account
system
employ
period
furnish
children
accept
supply

payment
kitten
reason
weight
address
department
Tuesday
follow
opposite
insurance
pocket
quarter
special
finish
October
temporary
November
delivery
finance
office
quality
installation
former
society
dealer
female
turtle
occupation
Daytona

READING MODULE

Purpose:

The purpose of this module is to show several methods to help the student read independently.

Instructional Objectives:

1. Given a story the student has dictated to the tutor about a topic that interests him, he will read the story independently.

2. Given a story the student has dictated to the tutor about a topic that interests him, he will read the story words in context and in isolation.

3. Given graded reading material on the student's level, he will read the material orally with 97% accuracy.

LANGUAGE EXPERIENCE

The Language Experience story is a wonderful motivational tool. It personalizes reading and uses the student's own vocabulary for word study.

The method for using language experience is as follows:

1. Ask your student to tell you:
   a. what he does at work
   b. about his family
   c. about his hobby
   d. what he would like to buy

Use any of the above topics or another you think would interest him.

2. As the student starts talking, write exactly what he says -- word for word. You will want to limit the length of the first stories to a manageable amount - one or two paragraphs of about five sentences each.

3. After the story is written, read it back to the student, pointing to the words as you say them.

4. Next, have the student read the story with you, as you point.

5. Have the student read the story alone as you point to the words. At this time the student is probably able to recognize the words in context. We want him to be able to recognize this vocabulary out of context as well. To do this you will do the following:
   a. Select sight words and topic words from the story to put on 3 x 5 cards.
   b. Select phonetic words for phonic lessons and spelling.
   c. Select pattern words for listing.

Study the words independently. Explain to the student that he has learned the words when he recognizes them out of context. Match the words to the story. Mix the words and drill. Arrange the words in phrases and sentences. Use the words in study, games. Utilize the cloze technique by rewriting the story and omitting every sixth word. Have the student fill in meaningful words as he reads. Have him copy the story for writing and reading practice.

Homework: Reread language experience story. Study vocabulary drill cards.

BOOKS, ARTICLES, & OTHER READING MATERIALS

Utilize the methods described in language experience stories.

1. Scan the story for words that need to be presented (place names, troublesome words, etc.)

2. List these words for the student to read.

3. Use any of the following techniques:

   a. Tutor reads story first, pointing
      Student reads story, tutor pointing
      Student reads story, student pointing

   b. The student and tutor read together, the tutor leading. As the student gains confidence, the tutor subvocalizes, filling in as needed if the student falters. The tutor should guide both the expression and pace of the reading as needed.

   c. Student reads passage silently, then aloud. Tutor pronounces words the student does not know, allowing 5-10 seconds for the student to decode the word independently. Words missed are put on a list for study.

   d. Same as above, but read aloud without silent reading.

4. Use the cloze technique as follows:

   If a word is not known, cover it with your finger and have the student read the sentences before and after the word to see if he can determine, from context, a word that would fit the meaning. Uncover the word to see if the word he supplied is correct, or if he can now read the word knowing the meaning of the text.

HANDWRITING MODULE

Introduction:

While many adults will not need instruction in handwriting, this section is included as a guide for those tutors whose students have difficulty writing. Although cursive is preferred because the connected letters of each word form a visual unit, it is difficult for some adults to break the printing habit. If that is the case with your student, accept the manuscript form as long as it is clear and legible.

Instructional Objectives:

1. When given models of (manuscript/cursive) letters, the student will form the letters with proper size and shape to the tutor's satisfaction.

2. Given the name of a letter to write (singly, in two's or three's) the student will write the letters with proper size and shape to the tutor's satisfaction.

3. Given words of (3-, 4-, or more) letters, the student will write the words in (manuscript, cursive) with proper size and shape to the tutor's satisfaction.

4. Given a group of words without models, the student will write the words with proper size, shape, and spacing to the tutor's satisfaction.

HANDWRITING

When writing, always stress the importance of neatness, careful letter formation, correct posture, paper placement for left or right hand, and comfortable pencil grip.

Show the student how you want his paper set up for spelling, writing syllable rules, etc. Help him organize his notebook, keeping his work in order by subject matter and date. Encourage the student to write in cursive. Many people with learning problems prefer to print. Explain that cursive, by connecting the letters into words, helps form a kinesthetic and visual association of the word being written.

If the student needs handwriting instruction, use the following method:

1. Have the student trace the letter with his finger beginning at the line and moving up in the proper direction.

2. Eyes closed, write the letter (large) in the air, using the index finger as a pencil.

3. Place the pen on the paper, then write the letter several times with eyes closed, visualizing the letter.

4. Eyes open, write the letter on paper - a row of one letter at a time; then two together, then three. Then practice with another letter being studied.

   a a a a
   aa aa aa
   aaa aaa aaa

   add add add

5. After practice: have a three minute writing dictation using words or syllables which contain the practice letters.

A handwriting dictation is done as follows: Preselect five or six words which utilize the writing skills being taught. The student writes each word as well as and as fast as he can while you repeat and spell the word three times. Example: Student writes as tutor begins to dictate,

"Cod, c-o-d; cod, c-o-d; cod, c-o-d, cod, and so on until your five or six word list is completed. To correct: have student look carefully at each word and circle the one best word on each line. Have him tell why it is best. This exercise should be done once every two or three sessions.

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Cursive Writing

a b c d e f g

h i j k l m n

o p q r s t

u v w x y z

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Groupings:

1. i t u w s r j p
2. e l b h k f
3. a c d o g q
4. m n v x y z

0 1 2 3 4 5 6 7 8 9

STAFFING OF STUDENTS

Referrals.

Students are referred to the program by their teachers, the results of DBCC placement testing for new students, information obtained from the student at registration, and contacts from other agencies. The steps in the process are listed on Form 100, Staffing of Students.

Student Assessment.

Since our project calls for identifying and providing one on one instruction for students with a Specific Learning Disability, it was important to formulate criteria for identifying the students who would qualify for the program. Public Law 94-142 was enacted in November of 1975 with enforcement required by September 1, 1978. It defines Specific Learning Disabilities as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Even though this definition is directed towards providing **educational services** for students of public school age, the condition itself may still exist in adulthood. Identifying the adult with a Specific Learning Disability, however, is complicated by the fact that many have been out of school and out of a learning situation for many years. It is clear that the

intervening years and life experiences have an impact on assessment results. While it is impossible to step back to the school days of most of our adult students and identify their handicaps with certainty, it is evident that their learning problems are due to one or more of the following factors: a specific learning disability, a lack of education, or limited ability.

With this in mind, students are staffed into the program on the basis of test results, teacher/administrative recommendations, and information from the student interview. The educational evaluation involves a variety of tests. A score of 5th grade or lower in tests of word recognition, reading comprehension, or spelling would make a student eligible for a tutor. Teacher observations of student abilities, work habits, strengths, weaknesses, motivation, and attendance are an important consideration in determining eligibility. The student interview (Form 102) also provides important background on the student's early years, schooling, and job history. This information gives some insight into the student's current functioning and is useful in selecting educational materials and methods of instruction. The student assessment also includes a hearing and vision screening in order to determine if any impairment is hindering effective learning. Students with hearing or vision problems are referred to other agencies if necessary.

Staffing.

A private conference is held with the project coordinator, tutor, and student in order to staff students into the program. The student's parents or guardian are also included if the student is under 18 years of age. The discussion covers the assessment results and any pertinent student or teacher observations. Goals are set for the student's Individual Educational Plan. A verbal commitment is made by the student to attend the tutoring sessions, to inform the tutor in advance if he cannot make a session, to follow tutor instructions and keep up with assignments to the best of his ability. The tutor makes a similar commitment to keep appointments and notify the student if a meeting must be cancelled. The tutor and student schedule a mutually agreeable time and place to meet. Tutoring is scheduled for 1 or 2 times a week, depending on the student's program. Sessions are 1 to 2 hours in length and take place at the same time as the student's regularly scheduled class in space provided by DBCC.

HEARING - VISION

STUDENT NAME	HEARING		VISION		REFERRAL TO:
	TEST I	TEST II	TEST I	TEST II	

STAFFING OF STUDENTS

___ I. Initial Conference:

___ a. Discuss TABE test results

___ b. Discuss special project

___ Form 101 c. Student sign form for permission to evaluate for possible placement in tutor project.

___ Form 102 d. Take info from student: "Student Interview"

___ e. Hearing and Vision Screening

___ Form 103 II. Teacher Information

___ Form 104 III. Educational Evaluation

Use ___ PIAT ___ BRIGANCE ___ WRAT

___ SPACHE ___ DETROIT

___ SLOSSON ___ WOODCOCK READING

___ Form 105 I.E.P. IV. Meeting to Discuss Evaluation Results

___ Instructional Coordinator

___ Tutor

___ Student

___ Parent - 16 and 17 year olds

A. Discussion:

___ a. Test Results

___ b. Student/Teacher observations

___ c. Current functioning

___ d. Individual Educational Plan
Long Term Goals
Short Term Objectives

___ Form 106 B. Student Consent for Placement

___ C. Arrange time and place for tutoring

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

STUDENT CONSENT FOR EVALUATION

Student's Name_____ Date_____

Date of Birth_____ Teacher_____

Dear_____:

In order to plan your program at Daytona Beach Community College, we believe that an educational evaluation is necessary. This information is needed to identify instructional objectives that will meet your greatest needs.

Tests will be given in the following areas:

____ Vision ____ Speech/Language ____ Abilities

____ Hearing ____ Achievement ____ Other

If you have any questions regarding the evaluation, you may contact the examiner,

Name_____Position_____

Telephone_____

Within 30 days folowing the evaluation, you will be given the opportunity to discuss the results with the examiner. It is understood that the evaluation results will be confidential.

Check one below:

____ I agree to an evaluation

____ I do not agree for the following reasons:_____

_____

_____

_____ _____
Address Student

_____ _____
Telephone Number Parent/Legal Guardian if Student is under 18

_____ _____
Center Date

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

STUDENT INTERVIEW

I. Statistics:

Name _____

Address _____

Telephone _____ Center _____

Hearing: Date _____ P _____ F _____

Vision: Date _____ P _____ F _____

Single _____ Married _____ Divorced _____

Illnesses, Health _____

Dependents/Children _____

Occupation _____

Other _____

_____

_____

II. Family History:

Mother _____ Occupation _____

Father _____ Occupation _____

Parents living together _____ Divorced _____ Remarried _____

Siblings:	Name	Age	Grade or Occupation
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Other _____

_____

_____

_____

_____

_____

III. Educational History:

Highest grade completed_____

Reason for leaving school_____

_____

_____

Elementary School_____

Jr. High or Middle School_____

High School (major)_____

_____

Special Program or Classes_____

_____

_____

Special School_____

How did you feel about school when you were younger_____

_____

_____

_____

_____

Earliest memory of a learning problem_____

_____

_____

_____

_____

I am good at_____

I am weak in_____

Goals_____

_____

_____

Comments_____

_____

_____

TEACHER INFORMATION

STUDENT NAME: _____ DATE: _____

BIRTH DATE: _____ TEACHER: _____

SUBJECT (s): _____

ATTENDANCE: _____

Texts, materials used (include grade levels):

_____

_____

Please attach work samples.

Student Strengths	Student Weaknesses

Teacher Comments:

EDUCATIONAL EVALUATION

NAME OF STUDENT _____ CENTER _____

DATE OF BIRTH _____

TEST	DATE	SCORES	COMMENTS
BRIGANCE			
WRAT			
Detroit			
Woodcock Reading			
P.I.A.T.			
T.O.A.L.			
SLOSSON			
Other			

EVALUATION/RE-EVALUATION REPORT

Student Name_____ Date_____

Date of Birth_____ Center_____

According to the assessment results, the student does/does not qualify for tutorial assistance. This determination is based on the following conclusions:

This report is accurate and reflects my conclusion.

_____ Title_____

_____ _____

_____ _____

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION PROGRAM

INDIVIDUAL EDUCATION PLAN

Date Begun_____ Student_____

Review Date_____ Teacher_____

Amount of Time_____ Tutor_____

Long Range Goal_____

Short Term Objectives	Method of Evaluation	Date Mastered

DAYTONA BEACH COMMUNITY COLLEGE ADULT BASIC EDUCATION PROGRAM
INDIVIDUAL EDUCATIONAL PLAN

Date begun _____ Student _____

Review Date _____ Teacher _____

Amount of Time _____ Tutor _____

Program Modifications _____

Long Range Goal _____

Short Term Objectives	Levels From	Levels To	Method of Evaluation	Date Mastered
___Reads sight vocabulary list			650 Words to Know by Sight list, Brigance: C	
___Reads words at grade level			D	
___Reads orally with fluency			E-1	
___Demonstrates comprehension of vocabulary			E	
___Reads with comprehension by answering literal and interpretive questions			F	
___Masters word attack skills (See page 2)				

Long Range Goal _____

Short Term Objectives	Levels From	Levels To	Method of Evaluation	Date Mastered
___Writes in (manuscript, cursive) with letters correctly formed with 100% accuracy			Teacher/ Tutor made materials, observations, and tests.	
___Writes complete sentences with 80% accuracy				
___Applies capitalization and punctuation with 80% accuracy				
___Writes a paragraph using appropriate syntax and grammar with 80% accuracy				
___Writes two or more related paragraphs using appropriate syntax and grammar with 80% accuracy				
___Identifies 5 main parts of speech with 80% accuracy				
___Writes orally presented spelling words with 80% accuracy				

DAYTONA BEACH COMMUNITY COLLEGE ADULT BASIC EDUCATION PROGRAM
INDIVIDUAL EDUCATIONAL PLAN

Date Begun_____ Student_____

Word Attach Skills List	Method of Evaluation	Date Mastered
____Distinguishes if 2 words sound alike/different	Brigance: F-1	
____Identifies initial consonants in spoken words	F-2	
____Pronaunces written initial conconants	F-3	
____Substitutes initial consonant sounds	F-4	
____Substitutes short vowel sounds	F-5	
____Substitutes long vowel sounds	F-6	
____Identifies final consonants in spoken words	F-7	
____Substitutes final consonant sounds	F-8	
____Pronounces written initial blends and digraphs	F-9	
____Substitutes initial blend and digraph sounds	F-10	
____Reads words with common endings	F-11	
____Reads words with vowel digraphs and diphthongs	F-12	
____Reads words with phonetic irregularities gn, silent h, bt	F-13	
____Reads suffixes	F-14	
____Reads prefixes	F-15	
____Identifies number of syllables in spoken words	F-16	
____Divides words into syllables	F-17	

MATERIALS

We are using a variety of materials for instructional purposes. Our selection is based on student assessment, needs, and interests. The following list contains a selection of some of the publications we are using.

Merrill Linguistic Readers, Charles E. Merrill Publishing Co.

Programmmed Reading, Webster Division, McGraw Hill Book Co.

The New Streamlined English Series, New Readers Press

Specific Skills Series, Barnell Loft, Ltd.

Megawords, Educators Publishing Service, Inc.

Spellbound, Educators Publishing Service, Inc.

Cambridge Exercise Book in Language Skills, Cambridge, The Adult Education Co.

World of Vocabulary, Globe Book Co.

America's Story, Steck-Vaughn Co.

Adult Reading: Comprehension series, Scott Foresman & Co.

The Reader's Digest in Large Type, Reader's Digest Fund for the Blind, Inc.

Adult Literacy Series, selected paperbacks, Cambridge, The Adult Education Co.

Other materials that we are using are on loan, donated, or handmade.

The Volusia County branch of FDLRS (Florida Diagnostic and Learning Resources System) has been helpful in suggesting and lending us materials for short term use.

We are using an eye chart for vision screenings given to us by the Florida Rehabilitation Center for the Blind, and two audiometers for hearing screenings donated by the Easter Seals Society.

The Volusia County School system has given us a selection of materials which were being discarded because of the adoption of new series. We are finding the dictionaries, spelling, English grammar, and reading books helpful as supplementary materials.

Each tutor is given a set of handmade materials including phonics cards, tic tac toe boards, word hunt puzzles, letter chips for reading and spelling, and the tutor notebook which is a guide to our tutoring project.

Each student is given a spiral notebook for writing syllable and spelling rules and word lists. A student copy of the sight vocabulary list is attached inside the front cover.

TUTOR _____

STUDENT _____

MATERIALS LIST

Using:

Intend to use:

Requests:

DATA SUMMARY

Total number of tutors 45

Total number of students 46

Total number of hours donated 1,600

TUTORS:

Age:

Between 21 and 35 years of age	4	
Between 36 and 50 years of age	3	
Between 51 and 65 years of age	19	Median age range:
Between 66 and 80 years of age	19	Between 51 and 65

Education:

High school diploma	9	
High school plus further schooling	16	Median education is
College Graduates	14	high school + further
Higher degrees	6	schooling

Experience:

Former teachers	9
School volunteers	14

STUDENTS:

Total tested	68
Staffed	46

Age:

Oldest	71
Youngest	16
Average	37

Assessment Levels: (Average)

Reading	Grade level 4.3
Spelling	Grade level 3.2
Math	Grade level 5.2

STUDENT PROFILE

Goals:

Get my G.E.D
Complete high school
Improve reading, writing
Learn a trade
Enroll in automotive classes
Improve job opportunities
Enroll in vo-tech
Become a nurse

Reasons for Leaving School:

Pregnant
Broke a school window
Got married
To help at home
Family moved, never re-enrolled
Father or Mother died
Principal said I would never be promoted

Occupations:

Unemployed
Work disability
Clean houses, offices
Cafeteria worker
Janitor, custodian
Hospital help, nurse's aide
Grounds keeper
Construction
Housewife
Mechanic
Fern picker

PROGRAM EVALUATION

Evaluation of the program has been continuous. Input from tutors on an informal and formal basis has helped shape the program as we have tried to be sensitive to tutor needs and ideas.

In evaluating the tutor training workshops, most tutors felt the training was adequate, and that the procedures, activities, and materials used in the training were appropriate. Additional information was suggested on ways to motivate students and the teaching of reading. As a result of these comments, we instituted monthly tutor meetings to provide an opportunity for on-going training on topics related to remedial instruction and adult education.

Our area-wide in-service workshop entitled "Helping the Student with Learning Problems" was attended by 64 persons including teachers, tutors, and members of agencies and organizations interested in adult literacy. Thirty participants responded to the evaluation. Most felt that the general objective of the workshop had been met, the workshop was well planned and was conducted in a productive manner. Personal comments mentioned the exceptional speakers and useful materials.

Tutors have been asked to evaluate the program as the project year comes to an end. The average tutoring session lasts 1½

hours. While most think their lesson time is just right, tutors working one hour sessions find it difficult to cover all the material in that time. They believe their books and materials are appropriate, they can communicate with and receive adequate help and assistance from the coordinator. Comments and suggestions indicate an interest in continuing monthly meetings with ongoing training and an opportunity to share ideas and learn what fellow tutors are doing. A need was also expressed for more communication with the student's teacher and for regular meetings with the student, tutor, and coordinator.

DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

TUTOR TRAINING WORKSHOP EVALUATION

OBJECTIVE: To familiarize volunteer tutors with the methods and procedures necessary for tutoring in the Adult Basic Education individualized tutorial program.

LEADER: Lois Edwards DATE: _____

Please check your response to the statements below by marking the appropriate space.

	YES	PARTIALLY	NO
1. The training was adequate.	____	____	____
2. The procedures, including activities and materials, were appropriate:			
Procedures	____	____	____
Activities	____	____	____
Materials	____	____	____
3. The training sessions were well planned.	____	____	____
4. The leader conducted the workshop in a productive manner.	____	____	____
5. The length of the training was:			
Too long	____	____	____
Too short	____	____	____
Just right	____	____	____
6. Additional information would be helpful.	____	____	____
7. The general objective of the sessions was accomplished.	____	____	____

8. I would like future workshops to include information on:

_____

_____

_____

_____
PARTICIPANT (OPTIONAL)

VOLUSIA COUNTY TEACHER EDUCATION CENTER

STANDARD COUNTY EVALUATION FORM

FOR

INSERVICE COMPONENT

COMPONENT TITLE: HELPING THE STUDENTS WITH LEARNING PROBLEMS - Adult Ed., DBCC

LEADER: Lois Edwards DATE: 3/22/85

Please check the response that best approximates your evaluation of the workshop using the following answer scale: YES, PARTIALLY, NO

	YES	PARTIALLY	NO
1. The general objective of the component was accomplished.	____	____	____
2. As participant, I accomplished the following specific objectives:			
Objective 1 6	____	____	____
Objective 2 7	____	____	____
Ojbective 3 8	____	____	____
Objective 4 9	____	____	____
Objective 5 10	____	____	____
3. The procedures, including activities and materials, were appropriate:			
Procedure(s)	____	____	____
Activities	____	____	____
Materials	____	____	____
4. The workshop was well planned.	____	____	____
5. The inservice leader(s) conducted the workshop in a productive manner.	____	____	____
6. Do you feel a need for additional information and/or workshop about the topic(s)?	____	____	____

7. Overall, I consider this workshop: (Please comment)

_____ (OPTIONAL)

PARTICIPANT

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DAYTONA BEACH COMMUNITY COLLEGE
ADULT BASIC EDUCATION

EVALUATION

SUBJECT: Evaluation of Adult Basic Education One to One Volunteer Tutoring Project.

LEADER: Lois Edwards DATE: 19 June 1985

Please Check:	YES	PARTIALLY	NO
1. Training was adequate	____	____	____
2. Procedures for staffing student with tutor were adequate	____	____	____
3. Instructional Coordinator/Tutor communication was adequate	____	____	____
4. Tutoring facility was adequate	____	____	____
5. Instructional books and materials were appropriate	____	____	____
6. My tutoring sessions lasted	____ hours	____ day(s) per week	
7. The time of the sessions was			
Too long	____	____	____
Too short	____	____	____
Just right	____	____	____
8. The Instructional Coordinator provided help/assistance	____	____	____

9. Comments/Suggestions for Improvement _____

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
DEC 13 1985